

Vol. 39

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the **ATA**
magazine

Applications

are invited

for the position of

General Secretary of The Alberta Teachers' Association

The Executive Council invites applications for the position of general secretary of The Alberta Teachers' Association.

Applicants are requested to state academic qualifications, professional experience, experience, if any, in Association activities, and date available.

Candidates for the position should be educationalists with high academic qualifications and broad experience in education. The salary range will be \$10,000 to \$15,000 depending on qualifications and experience. Details of the salary schedule and duties will be covered by contract of engagement between the appointee and The Alberta Teachers' Association.

According to *The Teachers' Retirement Fund Act*, a teacher employed by the Association is required to contribute to the Fund and has all the rights and privileges provided by the Act.

Applications should be received not later than December 1, 1958, addressed as follows—

L. D. Hyndman, Q.C.

Acting General Secretary-Treasurer

The Alberta Teachers' Association

Barnett House, 9929 - 103 Street

Edmonton, Alberta

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The concern for education—the what, how, when, where, and why of students, teachers, and curriculum—is the whole of the basic problem facing all of us today. If there is a way—one way—to get an answer, it is likely to be the development of a real profession of teachers.



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THE ATA MAGAZINE

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the ATA magazine

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New Horizons

How many of us really believe that the career teacher, the professional, has a body of specialized knowledge peculiar to his group? Do we accept that teachers are bound by an enforceable code of ethics? Do we hold that the teaching profession has a literature all of its own, excluding, of course, some of the gobbledygook that smirches the solid and reputable works that abound? How many of us accept that, to be a profession in reality, demands the complete acceptance of continuing study and reading to keep in touch with developments in educational research? How many of us believe that we will have a profession in fact only when we are prepared to set standards of academic and professional preparation which are rigidly applied before either certification or membership is available to the prospective member? And finally, but of paramount importance, how many of us are convinced that prospective candidates and members must be imbued with a compelling urge to serve society?

Perhaps nobody knows for certain the answers to all these questions. But in the answers, whatever they may be, is our attitude towards professionalism.

The road to realization of these hallmarks of a profession will be as rough and rocky as any road our organization has travelled in the 40 years of its history. We will face, not only opposition from outside our ranks, but a degree of hostility from within. The effort to upgrade teachers and teaching will be as difficult as, but no more so than, the task faced by other professions which have attained the goal of adequate control of academic and professional qualifications.

It is our collective responsibility to convince ourselves and the public that we cannot tolerate much

longer the superficial veneer applied in so short a time to some of those who are licensed to practice on the minds of our children. Among the 10,000 teachers who staff our schools today are those with as little as six weeks' exposure to as much as six years of professional preparation. Among this throng there are those who regard teaching as an insurance policy rather than as a profession. On the other hand, we know that the most have a concept of teaching that equals the devotion of the doctor for his Hippocratic Oath, the minister for his call, the craftsman for his craft.

One of the characteristics of the recent furor over education has been the urge by some people to retreat to the more formal education of decades ago, programs more appropriate to the age of saddle horses than of satellites. Instead, our approach has to be quite the opposite. We need to look for and to expect new curricula, new looks in subject areas. For example, in the rapidly changing era in which we live, science and physics textbooks become out of date almost as fast as they are written. Who can say but that, if we had paid more attention in our Social Studies to study of the cultures of the Middle East and Southeast Asia from the point of view of the sociologist and the anthropologist, the Western attitude might have had more effect in the shaping of the ultimate destiny of these regions.

Another possibility in education is the concept that our adult community is going to begin to act as if its education is never complete. Universal adult education is the logical outcome of schools in a democratic society. With government becoming ever more complex and with the increasing importance of voluntary organizations in the determination of broad social policy, community leadership training is an increasingly important function of our schools.

The timid and the fearful will continue to do business at the same old stand. But the obligation of the courageous is to explore new ideas in the education of all the people, so that the purposes of society become clear in all our minds and the skills for working out common problems become the property of all the people.

Interpreting the Schools to the

J. BASCOM ST. JOHN

THERE is a school of thought which maintains that the education of children is a job for professional educators and that the public ought to keep its nose out of the business. While something might be said for this view, it is doomed to remain theoretical. The people, generally speaking, believe that the public schools are the public's schools and that teachers are merely the parents' agents in the education of the children. That being the case, it behooves the educators to see that the public knows as much as possible about what they are doing and how they are doing it. The maintenance of wise educational policies is much more likely if strong professional leadership is given to public opinion.

There is much inaccurate information applied to Canadian schools as a result of the heavy criticism of American education in magazines read by many Canadians. More ought to be done by the school systems to make clear the differences in our educational program and to counteract the doubts raised by outside propaganda.

There is also a need for two-way communication between the schools and the people they serve. Schools are social institutions which must serve social ends, just as the courts, the government, the churches, and business and industry are required to do. What people conceive as necessary in education; what they equally conceive as unnecessary; what

are socially regarded as legitimate purposes and objectives—all have to be given consideration by the school people. There should therefore be some means of communication between educators and the public on a mutual basis.

In these days, it need not be said that there is a most exceptional interest in education. It is a combination of vague discontent and abounding curiosity. The schools should be prepared to feed the demands of the public as fully as possible. They have everything to gain by being frank and helpful.

Organized education is a complicated matter, and it has many facets — all related, but often of substantially different functions. It is proposed to break down the topic into main categories of interest, as they ordinarily affect the work of school administrators.

The school board and the press

The school board, elected or appointed, is a public body, established by legislation, spending public funds and administering an important social function. It is essential, therefore, that its activities be publicly reported, well understood, and kept subject to public scrutiny. Not a few trustees disagree with this view, but in a self-governing community, there is no place for secrecy in public business.

✓The reporter

The reporter is the eyes and ears of the community. In his person, he repre-

Community

If the teachers are proud of their schools, have respect for the judgment of their leaders, the public's respect for education will increase.

sents the free press, the most effective medium of social communication. As an employee, he has a job to do, and he has a responsibility to his newspaper, which, in a sense, is outside his personal interests, feelings, or attitudes toward the school board, its officials, or the schools in general. If he is intelligent and capable, he ought to do a good job. He has no intrinsic right to know absolutely everything, but it is his duty to find out everything which he and his newspaper regard as information in the public interest.

Needless to say, school board meetings ought to be open to press and public. It is the habit of some boards to reserve certain types of discussion, such as those dealing with employee discipline, property purchases, pupil problems, and similar matters, to private session. Most of these matters are not newsworthy, and in most cases little harm would be done by having a reporter present. The chief weakness of private sessions is that, under cover of secrecy, the trustees will be tempted to discuss business which ought to be in public session, in order to avoid criticism which might follow an open expression of view.

The reporter ought to have access to the senior official or to the chairman of the board, whichever is authorized to speak for the board or the schools when comment or information are needed. The value of regular press conferences should be given consideration by large school

systems, as a means of releasing news in an impartial manner.

When, by mischance, an education reporter is found to be consistently inaccurate, hostile, or unfair in his treatment of school board or education news, there is no reason why the board should put up with such treatment. It is entirely appropriate that the board make representations, supported by facts, asking that the reporter be replaced. So long as it is an individual involved, and not the right of the press to report, the request may well be regarded as reasonable. No respectable newspaper willingly or deliberately publishes inaccurate or unjust news of public bodies. No newspaper, on the other hand, is going to withdraw a reporter who reports facts which are merely embarrassing to a weak or inferior board.

✓Editorial Opinion

Most newspapers have a policy with respect to education, as on other issues, and make editorial comment based on that policy. Editorials may explain, summarize, analyze, praise, blame or question. It is extremely important from the school's own point of view that the editorial writer should know as completely as possible the basis of a school board's actions, and all the facts on these should reach him.

A responsible editorial writer ought not to rely only on published reports and ought to enquire for more back-

ground. However, if a slanted or incomplete news story gets published, possibly harmful or likely to arouse needless controversy, it would be wise to get to the editor of the paper as soon as possible with the facts. An uncorrected story in newspaper files becomes history and later references to that story perpetuate falsehood. Never be too proud to assert the truth, even to a newspaper.

Obviously, the need to provide unbiased information to an editor is more urgent when controversy involving the board with its teachers or the public arises. It ought to be emphasized, however, that no attempt should be made to mislead an editor for any reason. He has a whip in his hand.

Whenever possible, a school administrator ought to get personally acquainted with the editor or publisher of his local newspaper. The only risk in this is when the administrator is not sincere in his professional purpose.

Where editorial opinion on educational matters is consistently unjust, biased, or false in its basis, a protest, either to the editor or to the editor's employer, is quite in order. Board resolutions, public meetings, the use of the influence of substantial citizens, the circulation of printed material counteracting the prejudiced comment, are all means of forcing a change in discriminatory editorial bias, such as is to be found in some western cities. Tar and feathers is said also to be an effective remedy but its use should be checked for legality before any steps are taken.

The schools and the press

✓What is going on in the schools

There is a great deal of general interest in news of scholastic achievement and of scholarships. Pictures of the fortunate young people are always desirable. I hope none of you aspire to the excessive sensitivity of the education authority of Wakefield, England, which a few years ago withheld announcement of the names of scholarship winners in order to avoid the embarrassment and humilia-

tion of those who did not win them, thereby arousing the lively ridicule of *The Times* no less.

There should also be credit given to those who overcome extraordinary odds, such as some of our foreign-born pupils, who sometimes perform amazing feats of achievement in spite of handicaps of language or custom. Not only should these children be given credit in their own school, but there should be as much of their story as is appropriate in the newspapers.

In this connection, I would urge you not to overlook the foreign language press. Where there are such papers in your community it should not be too difficult to find out their names and what communal group they serve. These papers should be put on a mailing list for releases which are of interest to New Canadians.

On a more general level, and as a means through which some youngster's attainment may be made known across Canada, I would draw your attention to a useful and very creditable organization called Canadian Scene. This is sponsored and supported by a group of philanthropic Canadians who recognize the need for more Canadian news and information in the ethnic press, partly to improve citizenship and partly to combat undesirable ideologies. Canadian news and information is translated and offered free to vernacular papers across Canada and is being widely used. The address is Canadian Scene, 696 Yonge Street, Toronto. It could often be used by educators to reach New Canadians.

The supply of proper information about schools and school boards to the small dailies and weeklies of your several school areas ought not to be overlooked by administrators. Very often editors of such papers welcome concise factual material on board policies, school activities, courses of study, and the like. These items should be short, pithy, and non-argumentative. The cumulative effect is excellent.

As a rule, publicity for school athletics, especially in interschool competitions,

Mr. St. John is educational editor of the *Toronto Globe and Mail*. His article is reprinted with permission from the September, 1958 issue of *Canadian Education*.

is easier to obtain than any other aspect of school news.

✓ Human interest stories

There ought to be many more of these. Stories about beloved teachers, especially on retirement and death, are widely read. Quiet efforts should be made to obtain accurate biographical material for use when required. Some of this can be obtained from board records, but there is no reason to be shy about obtaining facts from the teacher concerned or his or her friends and pupils as the time for possible use approaches. When the papers get facts wrong on such occasions, it is often due to haste and lack of adequate sources. Such material should be collected throughout a school staff of course.

Plucky pupils ought also to get notice. Rescues, life-saving, personal courage, and the like, deserve board awards, but favorable notice in the press also becomes a source of family pride and goodwill.

Akin to this sort of material is the human aspect of the school or schools themselves. School anniversaries ought to be made more of. Schools are an intimate element of the life of almost every person, and over a period of time they become community institutions. Most systems would have teachers with an interest in local history, and these persons should be encouraged to accumulate historical material on local schools which should be kept on file.

Announcements of school exhibitions, educational meetings, conferences, and such public occasions ought to be made to those interested and to the public whenever possible. A date book should be maintained in the control of the

superintendent's office for listing future publicity events as they are foreseen.

The results of school research, where it is done; the effects of new departmental decrees; information on grants, textbooks, examinations and such matters, as they touch on the local system, ought to be explained to the public. The introduction of new board policies is also a highly important subject for explanation.

A word might be introduced here about news releases. Generally, superintendents or inspectors are not expected to do the work of the newspapers, but news releases are now a familiar means of letting newspapers and radio stations know what news is available. The time-honored factors of a news story ought to be observed in preparing them; answers to the questions of who, what, where, when, and why, together with how, ought always to be given. It is often valuable to a paper to know where further information may be obtained.

Releases ought to be factual, without a trace of opinion, or judgment, although no harm is done by informing the editor why the school regards the information as important. Most such releases ought to be sent to the city editor of a daily, the editor of a smaller newspaper, or to the school news reporter.

The supply of pictures or assistance in providing them to the newspaper is also a valued service. Sometimes, teachers with a hobby of photography can be used, but they should always be reimbursed for pictures taken for the school system. News pictures normally ought to include some sort of action.

I am often asked how one can tell what the newspapers will regard as news. I do not know this secret. The responsible news editor will decide, and no one can tell in advance what he will regard as newsworthy. It sometimes depends on what else is available. Experience with a particular man or paper will help the administrator to learn what a paper seems to want.

In a general way, however, news is created by people doing something, and

the newspaper reports this activity. One should rarely expect news to be simply an essay on an abstract event. There should be a celebration of an anniversary, for instance, with people doing something. In schools, such events should be basically educational. Factual data, when available, give body to the news story. Nevertheless, newspapers often disappoint in such cases. I cannot explain nor do I defend.

Incidentally, paid advertising as a means of reaching public attention ought not to be overlooked.

The schools and the community

It is sometimes the case that individual schools in a system develop an exceptional reputation as good schools. It is often difficult to say why this happens. The tendency should be encouraged where possible. Sometimes a reputation such as this can be won by a whole school system, usually in smaller places. The use of home and school or parent-teacher groups in this sort of promotion cannot be inspired but it could be encouraged. Education needs a sense of importance and a realization of achievement in the public mind more than anything, except, perhaps, good teachers.

Administrators and their principals ought to keep an eye open for published criticisms of education, and seek to counteract its local application by facts when possible. The facts had better be true. Often committees of teachers or principals may assemble such material for use by principals, by the system as a whole, or by speakers on behalf of education on any occasion. Ready statements on discipline, and other board policies, avoid delay and confusion of voices.

Needless to say, talks to civic bodies such as service clubs, church associations, parent groups, and others are obvious opportunities to explain and justify school policies. The value of a speakers' bureau, and of coordinating discussion of school matters is a subject for consideration in staff meetings.

There are a great many other means

of approach to the public. I strongly favor an annual report on the school system for wide public distribution. Vancouver has one of the most sumptuous of these reports I have seen. It need not be elaborate, of course, so long as it is reasonably complete, containing the facts on all the general and special activities of the system during the year. It ought to carry statistical information and the outline of the budget.

Booklets on special services of the schools, such as the types of schools and courses available; the program for the gifted, if any; technical or vocational classes; and so on, are useful.

Some school systems, as for instance, Scarborough Township, near Toronto, have been using broadsheet folders, issued two or three times a year, and taken home by every child. These give quantities of information, with graphs, pictures, and much text. The newsletter can be a valuable way of introducing its schools to a new community.

More use ought to be made of mailing lists by school boards. It is not enough to make releases to newspapers. It is necessary to provide information to individuals and groups with both a direct and indirect interest in the schools. Efforts ought to be made to get in touch with ratepayer groups, with clear, factual statements about the budget, the capital program, why costs are increasing, and such material. School boards ought not to submit to municipal councils' slurs about their spending. Facts are the best refutation. A mailing list comprising municipal councillors, members of the legislature in the area, clergymen, business leaders, and other influential citizens, ought to be compiled. Informative material should be sent to such people, including the aforementioned annual report.

At-homes, parents' nights, and other such institutions are commonplace, but there should also be a special effort made by the schools to get childless taxpayers of the community to come and visit the schools from time to time, and see for

(Continued on Page 36)

Some thoughts on—

Freedom and Discipline in High Schools

THIS is about the rod and the reed—the unsparing rod and the thinking reed. This is not about methods of keeping school or controlling the teen-age population. This is not about the horsemanship necessary to ride a principal's or superintendent's chair. No one can pretend to be able to say when to give a free rein to the foibles and fancies of youth and when to 'rare' back in the saddle and say "Whoa!" Nor does freedom mean permissiveness, or discipline, restraint. In taking this negative approach, I am not trying to cut myself off from communication with the profession nor am I trying to cut a semantic fandango. I have long been under the impression that, as a profession, we communicate too much and talk too much and probably hold too many conferences and meet too often in conventions. The most ingenious and efficient means of communication invented is the international Morse code which is an orthodoxy of set symbols. I think that educators are in some danger of inventing a similar set of stereotypes, if they find it necessary, as they apparently do, to remain in such constant communication with each other. My mission is not communication, but confusion. The easiest and duller thing to do in education today is to converse. And in thousands of commit-

tees all over the country conversation is taking place. It is possible to spend years in educational conversation and not much of it requires thought. Once you have a reasonable acquaintance with the stereotypes of the language or the signals or the symbols, and know how to push them around glibly, you can almost pass for an expert in almost any field. A lot of poor writing and low wattage cerebration it has taken for people to get places. But we who are teachers and as teachers ask questions—always questions—speak in parables. The object of teaching is not to give answers nor to edify audiences or even to delight them, but to make them think, to make students wish to inquire and never to be content with the stereotype, the half-truth, or the easy conclusion.

The words "freedom" and "discipline" applied to secondary education are more significantly applied to the mind than to the will. The band wagons of citizenship education go by and leave us unimpressed with all the noise and fury about the school's responsibility to teach manners and courtesy and a decent respect for one's fellow human beings. This is primarily the job of the home, although a good school will always do it, too, and do it well. But it never will do it directly, never by indoctrination, never by deep-breathing exercises in the rituals of citizenship nor by emotional and sentimental appeal. Good citizens cannot be turned out by state worship or flag worship or memorization of

WILLIAM H. CORNOG

constitutions. The practice of democratic citizenship is a moral habit and its roots are in reason and not emotion. The first commitment which a school must make for both its teachers and its students is the commitment to the training of the mind to reason.

If this is an acceptable basic proposition, the relevant question then becomes: what freedom and what discipline may be called upon to release the mind to the far-ranging and penetrating insights of rational thought? But before we can begin to answer that question, we must first decide whether the two terms are antipodal or only antiphonal. Are these two polarities and is this a true duality—freedom and discipline—or are these terms merely the names of reciprocal phases of the development of mind and reason? Is freedom a means to freedom and, therefore, both means and end? Is discipline a means to freedom, and never an end in itself? Is freedom to know without purpose, unless it is more than a release from bondage of not knowing—unless, in other words, it is a commitment to know and to inquire—a commitment which can find its fulfilment only through disciplined, rational inquiry?

Let us dissect the terms “freedom” and “discipline” in the context of the intellectual tasks of the school. One should educate the whole child wholly the whole time but still press for the isolation and the identification of the quality of reason in the minds of man. Perhaps it cannot be dissected out of its relation to the ductless glands and the rest of the nervous system, but if the schools are to remain or perhaps become institutions of learning with a primary emphasis upon intellectual matters, and not super-social service stations or emotional herbariums for the cultivation of the flowers of sentiment, we must make the raw assumption that it is the mind of the student with which the school is most concerned.

What then of the unspared rod and the thinking reed? To quote from Pascal: “Man is but a reed, the most feeble thing in nature; but he is a thinking

reed. The entire universe need not arm itself to crush him. A vapor, a drop of water suffices to kill him. But if the universe were to crush him, man would still be more noble than that which killed him, because he knows that he dies and the advantage which the universe has over him; the universe knows nothing of this. All our dignity consists then in thought. By it we must elevate ourselves and not by space and time which we cannot fill. Let us endeavor then to think well; this is the principle of morality.”

If it is true that only man can know himself and comprehend the world, the voice of the greatest seventeenth century French humanist speaks the clear moral duty of schools and the schoolmasters to the end of man's history as man. Sir Richard Livingstone has been often quoted and few modern writers on education more richly deserve to be. It was Livingstone who said: “A schoolmaster is known by the number of valuable subjects which he refuses to teach.”

How free and wide ranging should your curriculum be, and the content of education in the high school? Not nearly as free and loose as it has become under the pressure of a consumer approach to public education. The schools are not in business to teach anything to anyone or everything to everyone. They are not to be confused, although sometimes they may be by their architecture, with shopping centres. We should not put signs in our school corridors: “What you don't see, ask for.” If we have them up, let's take down the signs which say: “The customer is always right.”

American education's great concern with its social tasks has made a shibboleth of the phrase “holding power”. Before this graven image we have proliferated offerings and poured dilute libations of intellectual content. We have given our students great freedom of choice of courses in almost supermarket variety at times. But the customers are still leaving with baskets full of credits and craniums full of nothing, or at least some people say so. We realize that the

awful orthodoxy which once surrounded the pedagogic priesthood of permissiveness is rather 'old hat' by this time and fewer sins in education are committed against freedom in freedom's name. Perhaps what we need is not a new orthodoxy or a neo-classical revival, but an embracing of the wholesome negativism of Sir Richard Livingstone's suggestion regarding subjects we might refuse to teach, no matter how valuable we are told they are. If the training of the mind is not only the peculiar but the prior task of the school, there must be a priority of goods or a priority of disciplines by which the task is achieved. It cannot be true that all subjects are created equal, or that any method of teaching is as good as any other method. One is further impressed by the necessity of priorities when one considers the extreme shortness of time allowed in the span of secondary school education. We have only four years of the most impressionable period of a student's life. The circumstances of human development give a relatively long, long period for the growth of the human brain compared with the leap to adulthood in the rest of the animal kingdom. But in terms of the enormous complexities of our culture, time is very short and must be wisely spent.

So far as our freedoms and disciplines are concerned as we attempt to learn, and to teach our youth something about themselves and their world and ours, there are disciplines which make us men and disciplines which merely prevent us from reverting to the brute, and there are freedoms which we enjoy as men and freedoms which we have foresworn as men. The freedom of the jungle we have foresworn and have accepted the freedom of society under law. The discipline of the will and desire we have accepted in order to remain human. But the disciplines of mind which have made us men and the freedoms we have won by our reason and imagination should be the substantial content of the education of the young.

We have won our place in creation by

the discipline of memory and by graceful submission to the tyranny of fact. We have trained our minds to remember, and by remembering we have made analogies, sorted the facts, and put together conclusions about the nature of the world and the nature of man. "Memory", says Pascal, "is necessary for all the operations of reason." It is an inescapable discipline of education then that that which is known be remembered as known, that knowledge be held as clay for the shaping reason or passed to the hands of that primitive potter, man's transcendent imagination. There is a grammar of thought, a basic language of logic and of proof, fundamental bodies of knowledge which must be mastered, before one is ready for speculative philosophy, flights of fancy, or even political debate. There are few consequences of an undisciplined education more pathetic than the educated or at least diplomaed man whose conversation on political or social matters crackles with cliches, stereotypes, and slogans, like the shelling of dry pods of dead ideas. You cannot turn out a thinker with any less effort than one turns out a musician or an artist or even an athlete. The discipline of hard and patient effort is inescapable. While permissiveness may lead to a charming whimsicality, it can never lead to wisdom.

"Now wisdom", says Alfred North Whitehead, "is the way in which knowledge is held. It concerns the handling of knowledge, its selection for the determination of relevant issues, its employment to add value to our immediate experience. This mastery of knowledge, which is wisdom, is the most intimate freedom obtainable. But the only avenue

This article is adapted from an address given by Superintendent Cornog of New Trier Township High School, Winnetka, Illinois to a conference of principals and supervisors of the Protestant School Board of Greater Montreal.

towards knowledge is by way of discipline and the acquirement of ordered fact. Accordingly, it should be the aim of an ideally constructed education that discipline should be the voluntary issue of free choice and that freedom should gain an enrichment of possibility as the issue of discipline."

Those who have read Whitehead's *The Aims of Education* know that his third chapter, "The Rhythmic Claims of Freedom and Discipline", is the substantial argument which is being advanced. The dilemma of teaching, as Whitehead points out, is the necessity of encouraging both initiative and training. But training or a rigorous attention to the needful things to know is apt to kill initiative. Every teacher has had to face this dilemma. He knows that he must inculcate the habit of inquiry at the same time that he is attempting to generate spontaneity. He knows that he must stand for ordered knowledge and yet not fence in with barbed logic the antic imagination. He must restrain and discipline the mind and at the same time attempt to enlarge and liberate the mind. He must make a careful balance in his teaching between those things which demand conformity on the part of the student and much restraint and discipline of study, and those things which may develop the student's capacities for creativity, for aesthetic appreciation, and independence of view.

School life, like all life in a civilized society, must instruct in rules and regulations which surround every civilized person's life and press to a necessary and lawful conformity. And yet we recognize, at least in our free society, that it is always necessary also to give as much free play as is consonant with the principles of law, duty, and good habit to the development of the individual. The teacher always must recognize the importance of routine and the threat of routine, the importance of encouraging and demanding regular habits of study and inquiry and the balancing importance of having students feel that part of their time can and must be used in free inquiry and

creation. Every teacher recognizes the damaging effect of anxieties which block a student's learning, but he must also recognize the need of anxieties to spur education. Everyone who has ever tried to teach realizes that there is a sharp dichotomy existing between the conceptual structure of the intellectual disciplines and the chaotic, large, insistent, social, and emotional concerns of life. One of our great problems has been, and will remain, how to relate and reconcile and, if possible, harmonize the conceptual structure and intellectual content of education and the emotional and social demands of life surrounding students in school.

It is at the high school level of course that the paradoxes of the teacher's task are mostly perturbing. The student is reaching for at least a presumed maturity and freedom of adulthood at the very time when it is most necessary for him to be subjecting his mind to the greatest rigors of precise knowledge. It is in the high school above all where he must receive the instruments of thought, of reason, of expression and inquiry. These are methods and tools not to be casually handled, and the teacher's conception of this task in the high school must be very clearly and sharply defined.

Quoting Whitehead again, "A certain ruthless definiteness is essential in education. I am sure that one secret of a successful teacher is that he has formulated quite clearly in his mind what the pupil has got to know in precise fashion. He will then cease from half-hearted attempts to worry his pupils with memorizing a lot of irrelevant stuff of inferior importance. The secret of success is pace, and the secret of pace is concentration. But in respect to precise knowledge the watchword is pace, pace, pace. Get your knowledge quickly and then use it. If you can use it, you will retain it."

The discipline of memory, the discipline of habit, which is to say the reconciliation to effort, the discipline of clarity on the part of the teacher, and

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The Teaching Principal: A False Economy

IN many of our modern Canadian schools one finds a person who is a regular Paulinian, a giant among educators, a man who is expected to be "all things to all men". He holds down at least three complex and demanding jobs at once, gets paid for the equivalent of one, and even then his remuneration for his colossal task is the subject of many a warm discussion by those who foot the bill. Hats off to our combined administrator, supervisor, public relations officer, guidance counsellor, office clerk, and teacher—the teaching principal. If rewards were given for those who diligently strive to render service in the face of the severest adversity, the names of these people must be recorded on the highest echelons of honor.

Why is so much expected of one human being? The answer comes readily from those who submit school budgets—it is more economical. If the principal is relieved of his teaching responsibilities, an additional teacher must be employed to take his place in the classroom. Admittedly, that does take more dollars and cents, but should not the real issue be one of dollars and 'sense'? True economy means the optimum educational returns, in terms of improved instruction and richer learning for boys and girls, for every dollar spent. Principals who teach all or most of the time cannot bring such returns.

The teaching principal, despite the fact that he is usually chosen for the post because of his ability in the classroom, cannot do an adequate teaching job. From the time he sets foot in the

ARTHUR KRATZMANN

school until the moment he leaves again, his teaching is interrupted by telephone calls, by parent and visitor interviews, by office chores, and by requests from teachers. The result is that 30 or more students get much less than the best instruction. It is appalling to think of what is not being done by principals. The major contributing cause to a lack of adequate administration, supervision, guidance, and public relations in our schools is the idea that the principal should teach a full or partial load. Let us consider more closely some of these more legitimate duties and responsibilities of the principal which are being obviously short-changed by the concept that a principal should teach.

First and foremost, the principal is an administrator. He is the person charged to administer the planning, organizing, coordinating, and directing of the activities of the enterprise. As is the principal, so is the school. He is the educational agent of primary importance. And this is natural, since he is close to the teachers, close to the students, and in full view of the patrons of the school, the parents. The teaching principal has only the time available after school hours, when the staff is home and when the end product of the school, the pupil, is fast asleep.

Kratzmann is assistant superintendent of the Edson School Division. He says that the principal has been expected to be all things to all men. No principal can be a successful leader and be bound to the classroom for the major part of his time.

Most of what free time he has is, all too often, absorbed by the pressure of forms to complete, letters to answer, and appointments to make. Such administrative detail is necessary, but it is poor economy to employ a trained professional educator with tasks which can be done by a clerk.

No big business would tolerate a situation in which the manager could not be interviewed, without disrupting the organization, during the working day. Business and industry would never engage a manager to perform full-time the duties of one of the employees as well as management functions.

One of the most important responsibilities of a school leader is that of public relations with the patrons of the school. He is managing a business with which more people in the community are intimately bound than any other. And as such, he must be available to these people during regular school hours on appointment. He cannot do this and also teach.

Recently, the writer came across this little bit of advice for principals:

Get ye up from the paper and memo morass,
Eschew the executive chair;
Go help the lass who is 'losing' her class,
Your real job is waiting you there.

This leads into the next consideration, the principal as supervisor. The principal's most important administrative role is that of supervisor of instruction. This cannot be overemphasized, though unfortunately it is often overlooked or ignored. By supervision we do not mean the evaluation of a teacher's work as such, even though this is a responsibility that the principal will likely always have to carry. We mean, rather, that the

principal should be working with teachers, raising their sights, searching for better practices, inspiring his staff to do a better job of teaching. He should become a regular and familiar figure in each classroom, so that his visits become casual and informal and not of the "big bad wolf" variety that they tend to be when he is so busy with other duties that he appears only in real problem situations. It is well known that a teacher will work up to his maximum achievement possibilities if he is enveloped in an atmosphere of enthusiasm, confidence, inspiration, stimulation, and recognition of success. No single person can build morale better in a school than can the skilled principal.

Universities can produce persons who have been educated to be teachers. But the university education is only the base on which the professional teacher is built. Under wise supervision the teacher develops into the skilled practitioner. No one ever marks time in the teaching profession, and even the 'born' creative teacher needs the reassurance and encouragement of a stimulating inservice or training-on-the-job program. The principal's role is paramount in a supervision program because he is there, in the school, all of the time. He will help not only the green recruit but also the experienced teacher and particularly those who have returned to teaching after a long absence.

In the administrative hierarchy, the principal is the subordinate of the superintendent. However, with growing systems and more and more consolidation of schools, the superintendent, in terms of supervision, becomes more or less a supervisor of principals. It would be impossible for him to get into each and every classroom often enough to assume a consultative and stimulating role. The subject-matter supervisors can see teachers more regularly and they play a vital role in the inservice training of teachers, although they must play a subordinate role to that of the principal. Since, as principal, he cannot be expected to be

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A merit rating fable—

Who's More Equal Than Others?

ONCE upon a time, the members of a school board read George Orwell's *Animal Farm*. In this book the animals usurped the functions reserved for man. To do so, they rallied round the slogan, "All animals are equal", but with greater experience they devised an improved slogan, "All animals are equal, but some animals are more equal".

Now the school board decided that this heraldic device contained a pearl of great wisdom. "Yes", they said, "all teachers are equal, only some are more equal than others. Let us find the more equal teachers and reward them with supplementary increments in salary."

Soon everyone started talking about finding and rewarding the more equal teachers, for there was a great concern in the land about the shortage of equal and more equal teachers. "Rewarding the more equal teachers", the board members said, "will establish an ideal state of employment, and surely the more equal young people will flock to the profession."

The members were all sincere individuals, genuinely eager to alleviate the national distress, so they were somewhat aggrieved when their suggestion met with little enthusiasm from the teachers. Not that the teachers lacked respect for ideal conditions, but "How can you make it work?" they asked.

"There must be a way", replied the board members. They instructed the superintendent to locate the more equal teachers and recommend them for a

salary commensurately more equal. "You name them and we'll pay them", said the board.

The superintendent was only too pleased to give credit where it was due. He knew that there were practically no unequal teachers under his direction. After all, with an extensive probationary period preceding all permanent appointments, with well-qualified supervisors and extensive inservice training, the number of unequal teachers was certainly reduced to a minimum.

Obviously the problem was to distinguish the more equal teachers from the equal ones.

Since the superintendent loved justice, he sought an objective way to make the decisions—a study of examination results, of course! Proceeding alphabetically, he arrived at Mr. Dilly. Last year, every one of Mr. Dilly's 32 eleventh-graders was on the honor roll. Mr. Dilly was demonstrably more equal. But was he? This year, with 25 Grade XI pupils, none was on the honor roll.

Concerned about the sudden deterioration of Mr. Dilly, the superintendent consulted his principal. "That's easily explained", said the latter. "Last year, from 400 eleventh-graders, I gave Mr. Dilly the 32 students with top rating

J. DORIS HUNT

in IQ and achievement. This year I gave him the bottom 25."

Much relieved, the superintendent said, "Then, in your opinion, Mr. Dilly's average is equal?"

"That's right. Exactly equal to the kind of class I give him."

The superintendent then decided readily that using principals' ratings would be more valid than comparing examination results. Being learned in pedagogy, he skilfully devised a rating scale. Some 20 characteristics of teachers were grouped under five headings — teaching skills, pupil relationships, staff relationships, public relations, and the teacher as a person. Each heading was to receive its own rating from A to E, and the average would give one final score.

Checking through his principals' ratings, the superintendent discovered a typical pattern. ABBBCC averages B. AABBBCC averages B. "Both equal teachers", he murmured. AAACCC averages B. On went the tabulation, but teachers never seemed to be consistently high or low.

"They all come out equal", he groaned, and then realized that he had known all along they would. Hadn't he learned at the beginning of his course in tests and measurements that the peaks and troughs of profiles almost always cancel out to a normal result—in this case, the equal teacher?

The consistent rating of two principals interested the superintendent. Mr. I. M. Good's staff all rated A; Mr. Grindem's, all B. "At last", he thought, and called both in to congratulate them.

"Of course my teachers are all more equal", said Mr. I. M. Good. "With only a few months under my efficient supervision, even the least equal teacher becomes more equal. My enthusiasm is contagious."

The superintendent remembered other experiences with Mr. Good's sanguine disposition, and sadly reduced every rating to B.

Mr. Grindem explained his rating thus: "Better than equal, but not quite more

equal. Not worth an extra \$500 each." Then he added slyly, "Now, with this evidence of my economy, perhaps the board will favorably consider my application for the position of sixth assistant superintendent."

The superintendent shuddered and readjusted his viewpoint.

"Even a carefully drafted rating scale is invalidated by the subjective interpretation of individual principals", reflected the superintendent, "and even a conscientious principal may be fooled by a flashy teacher or be unimpressed by a retiring one. But no teacher can fool his fellow teachers—at any rate, not all of them."

Quite undaunted by the fact that it had not been tested by experience, he decided to adopt another plan.

Each teacher was asked to report on his colleagues' efficiency. Some refused, stating that it would be unethical. Others forgot to fill in the questionnaires. Others would make only anonymous reports. But enough filed reports to test the validity of this method of locating the more equal teachers.

When tabulated, the reports fell into this pattern—

Miss Vimanpep: Partakes enthusiastically in student activities. If she spent as much effort in the classroom as she does yelling at baseball games . . .

Mr. One Oftheboys: Free and easy discipline. Receives confidences of pupils. If he didn't let pupils gossip about teachers, they'd respect him more.

So it went. The superintendent discovered that every favorable comment was canceled by an unfavorable one. He murmured, "No matter what I do, they always come out equal."

But he was a persevering type. "Of course", he said, "the parents! They should know whether they're getting their money's worth. I am sure they really want to pay the teachers what they're worth."

"Pay them what they're worth", said one parent, "but don't let them get above themselves. They should remember that they were slaves in Roman days. They

Miss Hunt is a teacher in the Daniel McIntyre Collegiate Institute, Winnipeg. She teaches art and French.

can't expect to live in the best districts or drive high-priced cars."

Undismayed, the superintendent turned the discussion to individual teachers who might have a claim to more equality. Miss T. Chemall's name was greeted by simultaneous exclamations of "A fine teacher. My boy's at the top of the class", and "No good at all. My boy's right at the bottom."

Mr. Out Atfour o'clock was praised as being very efficient since he "never needs to take work home", and, conversely, condemned as "too lazy to correct papers".

The superintendent soon realized that the parents' opinions were biased by the relative success of their own offspring.

This contact with parents reminded the superintendent of a famous business slogan: the customer is always right. "We must test consumer reaction", he said gleefully. "And the pupils are the consumers!" Stifling the thought that this procedure added as little to his own dignity as to that of his teachers, he sampled consumer opinion.

Pupil comments seemed to balance like this—

"He's swell! I've always been good in math!"

"He's lousy! I hate math."

"She's O.K. We always have fun in her class."

"Sure she's nice, but why doesn't she make us work?"

He wondered if these were just extremes brought out by the sampling method. Perhaps a majority opinion based on a democratic voting procedure might be more reliable. But a mental picture of classrooms hung with banners, "Vote for Miss Goodfellow for the school's most equal teacher", made him reject the idea.

The superintendent had no alternative but to report to the board that he had been unable to find any group competent to select the more equal teachers.

The president was concerned. "This is a matter that needs close personal attention", he said. "You and I will interview teachers. Now take Miss E. Ficiency— we always thought well of her."

"Alas", replied the superintendent, "Miss E. Ficiency resigned. She said that she had always done her best, but if more than that were needed to be classified as more equal, she would seek another employer."

"Then Miss Vera Careful?"

"That's a sad case", said the superintendent. "She was competent but a little insecure. When she overheard her pupils saying, 'I don't have to pay attention to her—she's only equal', her classroom control declined. She soon developed feelings of inequality, and I had to place her on disability pension."

"Let's visit some schools", said the president, "to see if we can spot some more equal teachers." So they set out. In each playground they found pupils discussing the inequality of teachers. These are typical of the remarks which drifted toward their ears—

"My dad's going to complain to the school board. He pays as much tax as John's father, so why does John get a more equal teacher than I do?"

"Our dads don't pay much taxes. We only get an equal teacher. All the more equal teachers get sent to schools where the rich kids go."

Both the superintendent and the president were depressed. They wondered if the number of more equal teachers might actually be diminishing, and if some of the equal teachers might be developing symptoms of inequality. Their worst fears were realized. In ensuing interviews a number of explanations were offered.

One principal said, "I used to be friendly with my teachers. We often discussed our problems informally. Now I'm just a rating machine."

Another lamented, "My teachers used to ask my advice freely, but now they

are afraid that even the simplest question will arouse suspicions of inequality."

Teachers said—

"Of course I'm getting unequal. Now that Miss Good is paid for being more equal, let her do the work."

"I was always an equal teacher, perhaps because Miss Bright next door exchanged good ideas with me. Now she keeps all ideas to herself, hoping to be rated more equal."

Miss Bright elaborated, "We'll probably all end up by being merely equal, or even less, but what can we do? It's hard to revive attitudes of cooperation when salaries are competitive."

The superintendent and the president both realized that there was a great deal of truth in Miss Bright's last remark. The president was wondering how he could tell the board there were no longer any teachers who deserved to be

classed as more equal. The more independent ones had left the service and the others had been gradually worn down to a state of equality or were rapidly becoming unequal.

Yet it was useless to apply the old remedies of probation and dismissal. The supply of teacher-trainees was dwindling. No one with a normal desire for self-preservation wanted to enter a profession where symptoms of inequality had become an occupational hazard.

The superintendent wondered desperately what steps he could take to limit the spread of this competitive rot and to restore the old happy spirit of confidence and cooperation. He realized belatedly how much easier it is to destroy morale than it is to rebuild it.

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Shell Merit Fellowships

Shell Oil Company of Canada Limited is again sponsoring ten Shell Merit Fellowships for Canadians. The selected participants will attend 1959 summer leadership training programs for secondary school chemistry, mathematics, and physics teachers, supervisors of science or mathematics, and department heads, five at each of Cornell and Stanford Universities.

The fellowships, inaugurated in Canada in 1957, are intended to provide recognition for and specialized help to individuals who are demonstrating the qualities necessary for distinguished leadership in the improvement of science and mathematics teaching in secondary schools.

Teachers who have completed five years of high school teaching in chemistry, mathematics, or physics, who hold at least a bachelor's degree or equivalent,

who have good leadership ability, and who have the prospect of many years of useful service in the improvement of chemistry, mathematics, or physics teaching are eligible. An interest in further studies in one or more of the indicated subjects will be expected, and evidence of leadership potential. The persons who are selected by each university and who accept a fellowship will receive free tuition, fees, books, board and lodging, and a travel allowance. Each will also receive \$500 to help make up for the loss of other summer earnings.

The closing date for mailing application materials is January 1, and all who apply will be notified by February 1. Inquiries from teachers living west of the Ontario-Manitoba border should be directed to Dr. Paul DeH. Hurd, School of Education, Stanford University, Stanford, California.

The Magic Ingredient

BEATRICE ADAMS

Something that you have to work for, reach for, break your heart a little to come by.

I'm a product of the old-fashioned school in which a ruler in the hand seemed to be worth at least two in the desk. If you studied and made passing grades, you were promoted. If you buckled down and studied extra hard, you were allowed to skip a class or grade. If you stayed stupid, you stayed put. I'm not saying that's good. I'm just saying that's the way it was.

Also, in the town where I grew up, we studied German. It was a German community, and it seemed reasonable that the children should learn to understand the language so many of the grandparents and some of the parents were speaking.

The first world war changed that. Prejudice reared its stubborn head. Anyone who spoke, taught, or tried to learn German seemed suspect. So German in the schools was *verboten*.

Some of us thought it was odd, and one of the teachers sympathized with us. She said she felt it helped to understand others if you could speak their language. She didn't change the minds of the decision-makers, but she did nourish in the minds of some of us the yen for understanding.

That, I submit, is the magic ingredient: understanding—the kind of understanding that enables you to be of help to others because you can see the world through their eyes.

No one can just hand you the magic ingredient. It's something you have to work for, reach for, break your heart a little to come by. It has to start with a driving desire to understand others. And our leanings are in the opposite direction. We seem much more concerned about being understood than about understanding.

Most of us seem to be so in love with ourselves that we talk too much and listen too little; so in love with ourselves that we are complacent about wrongs that affect the lives of others, and over-sensitive about those which touch our own lives.

But having the magic ingredient gives you an added awareness of the fears and frustrations, the loneliness and longings, the needs of those you want to help. Having it makes you more aware of what you can do to make your good advice not only acceptable, but sought after. Having it, you are equipped to bring about a special kind of miracle in

those you advise and counsel, because the magic ingredient gives a feeling of confidence not only to you who possess it, but also to those whose lives you touch.

I'd like to take you with me now back to my home town to meet some of the teachers who had what I call the magic ingredient. I suppose I should preface this by saying that the incidents I'm going to tell you about are meaningful only because they helped to establish a relationship between teacher and student—a relationship that made me welcome advice, made me eager to learn.

There was Minnie Schirmer, for example. The year I was in her room, Miss Schirmer's brother died. Why should I remember this, of all things? Because Miss Schirmer taught me that death is not grim. I don't recall what she said. But the thought is as fresh in my mind as though it were yesterday. The thought she got through to me was this: dying is like going home. Dear Miss Schirmer. That thought has sustained me many a time since then.

Then there was short, bouncy Miss Fillmore—a teacher who believed in hard work and sharp discipline, and who could be tough as they come. One day, while she was reading a story book to the class, I decided to have a little fun. When Miss Fillmore approached what appeared to be a strategic moment in the plot, I stuck a pin in the back of a girl named Hazel who sat directly in front of me.

The result was a huge success. The teacher read: "The girl thought for a long time and finally replied . . ."

"OUCH!" cried Hazel. I loved it. The class loved it. Everyone loved it. Except Miss Fillmore. And Hazel.

Hazel told what had happened, and I was ordered to the principal's office to meditate. I had about an hour of solitude. And all the while I was thinking, "Miss Fillmore is just an old lady who's forgotten how to have any fun." Old lady. She must have been all of 35 at the time.

When the hour was up, in she came. And I remember the way she walked and the way she looked at me and the way

she wagged her forefinger as she scolded me. But most of all I remember that she gave me a pincushion. She had the magic ingredient; she understood the devil that was in me. And by some miracle, from that day on, we were on the same wave length.

Then there was Miss Wallace. My father, who always had more in his head than he ever had in his wallet, insisted upon living in a "good" neighborhood. That was commendable, I guess.

But our neighborhood seemed to be filled with youngsters my age who had far more than I had. And they made me feel uncomfortable. Their clothes cost more. They had more to spend for candy. In summer, they went to far-off places like Colorado, California, and Cape Cod, while we stayed home. They had a talent for making me feel inferior. But I didn't know anyone else knew how I felt. Then I discovered Miss Wallace knew.

One day I stayed after school to clean the blackboards for her, and she said, "Do you know what culture means?"

"I think so", I said, "but I'll never have it."

Then she said quite simply that I could certainly have culture if that's what I wanted, and that as a matter of fact, she thought I had already made a good start. And she had me write something on the blackboard — something which couldn't possibly have meant to me then what it has meant to me since: "The foundation of all culture is the consideration of others."

Miss Wallace . . . there was one with the magic ingredient. She understood me, knew what I needed, and gave it to me.

Then there was Jennie Knowles. In those days I used to get the giggles in school, not a rare affliction, I understand. But one day after I'd had a rather prolonged siege, Miss Knowles asked me to stay after class. What punishment was in store for me, I couldn't guess. But Miss Knowles, may her tribe increase, was a teacher with the magic ingredient.

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Our Common Needs

EDGAR DALE

Comradeship is the cement that holds a nation together.

IT'S easy to draw up a catalogue of things that people want. They want food, books, automobiles, prestige, money, friendship—an infinite variety of goods, services, and relationships. But what do people need? What are those things the lack of which actually harms people? What are the common essentials of the good life?

The writer has no 1,800-word answer to a problem that perplexes and baffles ministers, philosophers, psychologists, sociologists—a problem that must always be answered tentatively. Robert Lynd, however, in his book *Knowledge for What?* has given his answer to this problem in a series of statements outlining basic personal needs. Six of these needs are discussed below.

1. "The human personality craves the sense of growth, of realization of personal powers, and it suffers in an environment that denies growth or frustrates it erratically or for reasons other than the similar needs for growth in others." (*Knowledge for What?* page 193)

Observe a playground of children. Notice the rage, the tears, the anger of the child who is held down, whose movement is thwarted by others. Frustration produces aggression. Any society, therefore, which sets limits to the growth of people, to their realization of personal

powers, for capricious reasons, reasons such as income, race, nationality, religion, politics, is denying one of the common essentials of wholesome living. It is building resentment, hatred, intolerance, defeatism. If the will to create is thwarted, the will to destroy may take its place.

How much realization of his personal powers does the average man experience in Spain, or The Union of South Africa, or Japan, or the United States? Do most people everywhere feel that their lives are moving forward on a rising curve, or do they feel that tomorrow will only be a succession of stale, flat yesterdays? Do they feel that their lives are richly fulfilled?

The final disgrace to one's manhood is to die without ever having really lived, without ever having played an active part in the pulsing life and action of one's day. The great tragedy is to be irrelevant.

Until every person has a role that is socially respected, a job that requires his best efforts, we are going to have abnormalities in recreational and social life. An interesting, respectable job for everyone is one of the best therapeutic devices for a sick society.

2. "The human personality craves to live not too far from its own physical

and emotional tempo and rhythm." (*Knowledge for What?* page 193)

Does modern industrial and commercial life set too fast a tempo for many individuals? Are many workers irked because they are working on a production line to whose rhythm they must conform? Are teachers doing too much? Are there too many phones ringing, too many activities?

Harrassed teachers, administrators, parents may hastily give affirmative answers. Yet it is too easy to be dogmatic and draw popular generalizations at this point. Certainly it is clear that the productive energies of many people have not yet been tapped, indeed, are unknown even to their possessors, and in many cases can be strikingly increased. A prominent educator, usually considered an extraordinarily hard worker, once told me of ways by which he had found new sources of energy and creativeness, previously unrealized.

The answer, then, to this problem of rhythm and tempo as a basic need is not necessarily to suggest that we slow down. It is rather that individuals must be taught to discover experimentally their own best rhythms of work, that we must guide people into channels of effort where they are most productive, that we must build a society which recognizes that tempo and rhythm are individual matters.

3. "The human personality craves physical and psychological security . . . (and) the right to exercise . . . optional insecurities. It craves risk as exhilarating—when it is exhilarating. But risk is exhilarating only at the points of peak energy storage in the individual's rhythms of personal living . . . when risk is continuous or forced upon one, the personality is put under unwelcome strain which invites discomfort, demoralization, and regression. (*Knowledge for What?* page 195)

William James, the noted psychologist, points out in his *Letters* the (for him) devastating psychological experience of the San Francisco earthquake. The earth, always stable before, had shaken underneath his feet. So too, today, many mil-

lions of people are experiencing a similar earthquake. They are facing insecurities that they didn't know existed, insecurities for which they feel unprepared and helpless. A once stable world is now trembling under their feet.

On what kind of rock can we build a foundation of security? I see no hope except the secure faith that rational persons, having confidence in the dignity and worth of all people, will work this out together. Certainly there are no longer any little islands of safety which can be preempted by the more fortunate members of our society. We must now sink or swim together.

The statement is sometimes made that we can have too much security. Proponents of the benefits of insecurity, however, usually are in favored economic positions. Yet most of us would agree that we can protect children too much—we can also overprotect adults. Lyn's phrase "optional insecurity" is to the point here.

4. ". . . the human personality also craves a sense of freedom and diversity in living . . . that gives expression to its many areas of spontaneity without sacrificing unduly its corresponding need for a basic integration of continuities. It craves a cultural setting that offers active encouragement to creative individuation in terms of the whole range of one's personal interests and uniqueness. And, conversely, it dislikes monotony, routine, and coercion that cramp and flatten out the rhythms of living and force a canalization of energy expenditure that deadens spontaneity." (*Knowledge for What?* page 197)

A nation is in danger when the dull routines of today are duplicated by the dull routines of tomorrow. During the past 20 years our public elementary schools have learned the value of freedom and diversity in the work of the school. Modern business and modern factories are not yet sufficiently aware of the beneficial effects of breaking routines (written in 1941 before the coffee break).

We all need something to look forward to—a holiday—a trip—a picnic—a summer session at a different school—a few

days away from the children. And it is possible to build a society which is much more responsive to these needs of the human personality for freedom and diversity of living.

5. "... the human personality craves the expression of its capacities through rivalry and competition . . . but, only when energy and interest are ready for it and the personality is 'set to go' and to go on its own terms. But the human personality does not crave competition when the latter is continuous, enforced, or too threatening." (*Knowledge for What?* page 196)

There is a fruitful kind of competition which freely entered into leaves both competitors stimulated and exhilarated. But competition can become excessive, as David Schoenbrun points out in *Harper's* for March 1957. He says:

Where the American system aims at helping each child attain his own maximum capacity, the French system is based upon individual achievement through competition. The French child is measured not only by his mastery of the subject matter, but above all in relation to all the other children. It is child against child in competitive examinations.

This is a cruel system. The bright children become intellectual snobs, proudly wearing the proof of their superiority. The less bright, the average child, is humiliated and frequently crushed by a feeling of inadequacy. This constant competition, this harping on distinction or disgrace, can only result in the bitter rivalry, jealousies, and discord which I find to be characteristic of French society.

6. "The (human) personality craves to belong to others richly and confidently and to have them belong in turn to it. It craves the expression and the receipt of affection. It craves to be actively accepted and given secure status as a person . . . Sympathy is normal to it. Conversely, it suffers when forced to live in physical or psychological isolation." (*Knowledge for What?* page 196)

The almost pathological attention given to sentiment and romance by our major instruments of communication, especially the movies and television, is in point here. Trees and mountains and brooks and horses and automobiles and houses and offices all conspire to bring together a boy and a girl. The marriage which sometimes follows, however, is seldom shown as a fundamentally satisfying relationship. Instead, we are treated to a series of intrigues, misunderstandings,

immature jealousies, a welter of dissatisfactions.

Radios, movies, and television magnify insecurity in affectional relationships. A situation which sensible men and women could handle with a few moments' discussion or reflection becomes a conflict which requires 80 minutes to resolve in the movies, a half-hour on television, and a good many chapters in a book.

It isn't easy to evaluate the effect of such drama upon its viewers. Certainly there must be some craving for such experiences. But this craving has been abnormally stimulated by the most skilled advertising techniques yet devised by modern science. Perhaps in a society that is increasingly composed of older people we may develop a popular literature which discloses that comradeship, sharing of opportunities, and responsibilities in families and in groups all have affectional possibilities of a very satisfying sort. Perhaps we may discover that the cement which holds a nation together in times of stress is comradeship, not romantic love.

A story is told of a ragged urchin who sat down in a street car beside a well-dressed woman. The woman moved in order to get nearer the exit—the boy followed and again sat down beside her. When she left the street car a few moments later, the boy followed her. Curious about his behavior, she sympathetically inquired why he was doing this. He replied, "I was just pretending I belonged to someone." The world of tomorrow is going to be a very unhappy place if its people must pretend they belong to someone.

Lynd has other categories of needs. Those discussed here, however, are sufficient to point clearly the individual's need for a sense of growth in his own undertakings, a pace that is suited to his abilities, the security of a challenging role to play in today's world, opportunities for freedom and diversity in living, and finally, the mutuality and affection that come from being wanted and needed.

What Can We Learn from the Swiss Schools?

THE Swiss nation encompasses only half as many people and only one-third the land area of the State of Ohio. Yet here is a people whose craftsmanship and intellectual leadership are world-renowned. Is it possible that a superior program of education has contributed markedly to the capacity of the Swiss people to maintain an outlook which is liberal, peaceful, resourceful, and prosperous?

The schools of Switzerland, like those of the United States, have been nurtured in an atmosphere of freedom and democratic control. However, in contrast to our more or less aimless wandering in the realm of educational ideas and ideals, there seems to exist in Switzerland a considerable body of educational theory that is generally accepted and widely diffused. Johann Heinrich Pestalozzi, one of the most widely recognized educational theorists of all time, is a national hero with the Swiss people. His writings are intensively studied by teacher-trainees, and they are widely read by parents as a guide to the rearing of children. Thus is promoted a unanimity of educational outlook found in few, if any, other nations.

It can be taken for granted that the Swiss schools are modern with respect to program and physical equipment. There are, however, pervasive and distinctive features which on close examination appear to deserve special consideration.

Comments made here relate to practices noted in the canton of Zurich,

home of one-tenth of the 5,000,000 Swiss people. The pattern here is somewhat representative, just as the schools of New York State are similar to those of the remainder of our nation.

Some of the distinctive features of education in Zurich relate to aspects of the teacher-preparatory program. Teacher preparation starts much earlier (at the tenth grade) than in the United States and is more intensive. Secondary school teachers must go through the same preliminary preparation as elementary teachers.

The teacher begins to work with pupils, that is, to engage in a type of student teaching, as soon as he begins to study professional education—that is to say, in the fourth year of the teacher's high school (Unterseminar). Laboratory or total living experiences early become a part of the teacher-training program, trainees taking part in such activities as skiing and camping trips.

Music and art required

Generally speaking, the Zurich teacher is more broadly trained than the American teacher. For example, teachers in the gymnasium (an academic secondary school) must qualify for the doctorate through study at the university. They follow one of two tracks: history and languages, or mathematics and science. A further example of the breadth of training is seen in the requirement that music and art be studied in all four years of the Unterseminar. Art must be continued in the fifth year (Oberseminar).

BURTON W. GORMAN

ar), although music at this level is optional. The foreign language requirement, as in most European countries, starts earlier and lasts longer than is the case in any part of the United States. Teachers also receive instruction in industrial arts or crafts two hours per week, fitting them to develop features of project learning.

That this broad background of preparation is recognized in teacher salaries is evidenced by the fact that average annual teacher earnings in Switzerland are three and three-tenths times the average per capita income. A comparable figure in the United States is only one and nine-tenths.

As might be expected, the training in art and music, commented on above, is very much in evidence in the classrooms of Zurich teachers and to a degree not found anywhere in American education. Yet there are no special teachers of music or art. Every teacher knows and uses these subjects. Singing is fused with all types of learning. It may start a lesson in history or close one in mathematics. Art is evident in the total room environment, adding to the cheerfulness and livability of the school room. Student work is generously displayed at all levels. It is evident in pupil notebooks, where the writing is neat and legible, the margins regular and well-defined, and the themes illustrated by pupil drawings. Nowhere is there the commercially produced workbook common in American schools.

The teacher is artistic and precise in placing the simplest illustration or diagram on the chalkboard. It is here that his artistic development shows itself best, for a portion of his art course has been devoted to drawing on the blackboard, and he uses colored chalk generously and interestingly.

In spite of all this, there is nowhere

any evidence that music and art are used as a substitute for serious attention to reading, writing, arithmetic, and spelling. Rather, they appear to be used to motivate development and to enhance attention given the fundamental curriculum. The Swiss reputation for unerring exactness, the national capacity for mathematical accuracy as evidenced in watch and clock manufacture, are indications that this is true.

In Swiss schools, democracy of organization and practice reaches heights unknown in schools of the United States. Furthermore, it seems to be matched by the personal and academic freedom of teachers. There are no inspectors or superintendents in the schools of Zurich in the sense that these offices exist in American schools. So far as such supervisory positions are needed, the jobs are passed around. Likewise, there are no principals or headmasters in the various school buildings. Teachers take turns being head teacher. Probably because teachers at the secondary level have undergone the training of primary teachers as a preliminary to further preparation, the jealousy and fault-finding so often characteristic of the relationship between elementary and secondary teachers in the United States is missing. A remarkable mutual respect appears to exist at the various educational levels.

Perhaps most distinctive of the democratic features of Swiss education is the method by which a teacher comes to a particular position. Having passed the training hurdles and having served an apprenticeship of at least 14 weeks as a substitute, a teacher is admitted to the election list, for Zurich teachers are elected by the adult males of the community to serve a term of six years, at which time they must stand for re-election.

Teachers are expected to be active in the political, social, and cultural life of the community and their political beliefs or activities seldom jeopardize re-election. For example, one small community about 40 miles from Zurich has as one of its teachers a very active leader in

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the liberal party and, although it always votes conservative on other matters, the community has repeatedly returned this liberal-minded teacher to his post. Many teachers serve as members of the legislative body of the Swiss Federation and as members of the cantonal councils.

Strangely, this liberalism has in some ways never reached Swiss women. They do not yet have the franchise and an

effort has been made to limit the number of female teachers, especially prior to 1941. Consequently, teacher ranks at all levels are still dominated by men.

Freedom of speech reaches a new high among the professors of Swiss universities; it is guaranteed by the constitution. No political or social source is able to interfere with freedom in teaching and research. This is an outward expression of an inner feeling that the university represents the scientific conscience of Swiss society. This extraordinary freedom, however, is not construed to mean freedom from responsibility. All Swiss educational institutions are geared to a consciousness of their obligation to better the society which nurtures them. The Swiss brand of loyalty would not have it any other way.

Freedom and Discipline in High Schools

(Continued from Page 14)

finally, the discipline of pace to achieve a dynamic mastery of knowledge are required that the ends of wisdom may be served. There are three qualities of a fine teacher: a quiet zeal, unending patience, and clarity. And the greatest of these is clarity. For if a teacher is a clear master of what he teaches, he cannot fail to teach with zeal as well as pace. And if he teaches with zeal, he perhaps will not need endless resources of patience. But the clarity of the teaching is always not so much directed to the acquisition of exact knowledge as to the well paced exercise of that knowledge, to the enrichment of mind, the grasp of first principles, the achievement of wise purposes, and the service of great causes. For the achievement of these great ends, only the disciplined mind is free. There is no harsher bondage than the half-emancipated mind. Chained to a middling conformity, nibbling fragments of truth, it flies in dreams, wakes to the teacher of the half-effort, and walks its wisely consuming life-adjusted round. Untutored ignorance

is happier than this since it at least can enjoy a child-like illusion of freedom.

The freest man I know has the freest mind, because his profound learning has made freedom and discipline indistinguishable to him in his way of life. And he has won his freedom not as a last grasp on a serene peak but through the exciting rigors of the climb. To him the way of discipline is the way of freedom, and his life, like those of scholars and wise men like him, is a witness to the illimitable humanity of man. This is a freedom which cannot be hawked in the streets or advertised or conferred or bought and sold. Yet it is the only freedom which is worth a man's seeking or a school's teaching, because it is the only freedom which cannot be diminished, corrupted, or destroyed by either blandishment or terror.

"Man is a reed, but a thinking reed", says Pascal. His frail mortality is sustained by an iron core, his free and disciplined mind. This is the unique gift of man and the moral and human centre of him, and it is to this centre that we must teach.

THE PRESIDENT'S COLUMN



Office organization

After considerable study and discussion of the administration of the office at Barnett House, the Executive Council came to the conclusion that it would be in the best interests of the Association to dissolve the joint administrative set-up with the Board of Administrators, Teachers' Retirement Fund.

A certain amount of confusion seems to exist about the nature of these two bodies. This confusion may have been heightened because of the fact that the general secretary of the Association also served as secretary-treasurer of the TRF Board of Administrators, although The Alberta Teachers' Association paid his total salary. The TRF board is appointed by the provincial government and its employees, other than the secretary-treasurer, are paid by the Board of Administrators, Teachers' Retirement Fund. The teachers of Alberta are represented on the board by two teachers who are nominated by the Executive Council of the Association and appointed by the Lieutenant-Governor-in-Council.

During the period of joint administration of the two bodies a number of practical difficulties arose which seemed to be aggravated as the operations of the two organizations expanded. Difficulties in the allocation of staff to get the important work of both bodies carried out

have caused the services of the Association to its teachers to be curtailed.

Considering the matter of available space on the ground floor and the fact that, since Barnett House was opened, the Association requires room for three additional executive officers as well as increased clerical staff, the most logical solution to the space problem seemed to be to provide the Board of Administrators, Teachers' Retirement Fund with space relinquished by Monarch Life on the second floor, thus enabling the Association to keep its officers and staff together on the main floor. Accordingly, the TRF office has now moved upstairs.

Mr. W. Roy Eyres was appointed office manager by the Executive Council and he is now serving in that capacity.

ASTA - ATA cooperation

Several joint committee meetings of the executives of the Alberta School Trustees' Association and The Alberta Teachers' Association have been held during the past year. At present the Association is cooperating with the trustees' organization in a study of school grants formula undertaken by the Division of Educational Administration and Supervision of the Faculty of Education. The services of Mr. E. J. Ingram have been offered by the Association for this study on a part-time basis.

Make it clear, concise, and complete

ABC's of Test Construction

CONSTRUCTING a good test is one of the teacher's most difficult duties. Good tests do not just happen. Actual test construction, therefore, requires much thought and careful planning.

A well-planned test will provide the means for evaluating progress toward the expected outcomes of instruction, as expressed in the educational philosophy of the particular school and as defined in the objectives of the particular course. If the school hopes to produce good citizens with integrated personalities, for example, tests must measure the development of good school attitudes and a widening range of significant interests.

For any given course, instructional objectives must be expressed in terms of the specific changes in pupil behavior or growth which the teacher hopes to bring about. A teacher, for instance, should be conscious that such an objective as the development of an appreciation of literature may express itself in various forms of student reaction. He sets out then to phrase test questions which will determine whether a particular piece of writing gave individual students a sense of satisfaction and enthusiasm, made them want to read more by the same author, stimulated their own creative expression.

The well-planned test will reflect the relative amount of emphasis each objective has received in the actual teaching of the course. The same test might not be equally valid for two teachers of

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general science if one has emphasized the memorizing of isolated facts, while the other was more concerned with the interrelation of facts. Each teacher would be helped by drawing up in outline form a kind of table of specifications to indicate not only the objectives of the course, but also the relative amount of time spent on each.

The well-planned test must be designed to accomplish the purpose it is to serve. If the purpose is to give the basis for school marks or classification, it will attempt to rank the pupils in order of their total achievement. But if the purpose is diagnosis, its value will depend on its ability to reveal specific weaknesses in the achievement of individual pupils.

Diagnostic tests would cover a limited scope, but in much greater detail than a test of general achievement, and would be arranged to give scores on the separate parts. The ranges of difficulty of items is relatively less important, also, in diagnostic tests. This is true, too, of mastery tests administered at the end of a teaching unit to see whether minimum essentials have been achieved.

The well-planned test will also fit the conditions under which it is to be admin-

tered, such as the time available for testing, facilities for duplicating the test copies, and cost of materials, as well as the age and experience of the pupils being tested.

Helpful suggestions

In the actual construction of a test, these suggestions have been helpful.

■ Prepare a rough draft of the test as soon as possible. Many teachers jot down items day by day for possible inclusion to help ensure that no important points will be omitted, particularly those appearing in supplementary materials that might be overlooked if the textbook itself is the chief basis of the test.

■ Do not make the test items too easy.

Many teacher-constructed tests fail to make the items difficult enough. This, no doubt, is due in part to the influence of the '70 percent should be the passing grade' tradition. However, the test that is too easy is not an efficient instrument for measuring pupil progress.

■ Include more items in the first draft than will be needed in the final form. This will permit culling out of weak items and those not needed to produce proper balance.

■ Subject the test to critical revision some time after it is drafted by checking items against the table of specifications to see if they show the desired emphasis on various topics. If tests are submitted for criticism to other teachers of the subject, points of doubtful importance can be weeded out and ambiguous wording corrected.

■ Include more than one type of item in the test. A variety of test types is more interesting to students. The test situation may also require that three or four forms of objective items be used, or that these be combined with discussion or essay-type questions.

■ Place all items of one kind together in the test. Sometimes completion, true-false, and multiple-choice questions are thrown together in random order. This arrangement is rarely, if ever, desirable. When like items are grouped, the pupil can take full advantage of the mind-set

imposed by a particular form, and the teacher will find scoring and interpretation of scores easier.

■ Arrange test items in an ascending order of difficulty. The placing of very difficult items at the beginning is likely to produce needless discouragement for the average or below average student.

■ Avoid a regular sequence in the pattern of responses. If items are arranged alternately true and false, or two true and false, pupils are likely to catch on and answer correctly without considering the content of the item at all.

■ Make directions to the pupil clear, concise, and complete. Instructions should be so clear that the weakest pupil knows what he is expected to do, though he may be unable to do it.

It is better to tell young children to "draw a line under" than to "underline". In lower grades, teachers find it helpful to read instructions aloud while the class follows silently the written instructions. If the form of the test is unfamiliar or complicated, a generous use of samples correctly marked, or practice tests, is recommended.

Regardless of how carefully a test is planned and edited, it is impossible to know solely by inspection exactly how good it is or which are the weak items. If possible, therefore, the test should be given some advance tryout which will approximate the conditions under which



The author is professor of education at the University of Wisconsin, Madison. The article, reprinted with permission from the October, 1958 issue of *The Education Digest*, first appeared in the *NEA Journal*, April, 1958.

the real test will be given, show the actual length of time it will require, and indicate what scoring difficulties may result.

Essay vs objective

The majority of teachers, especially at the high school level, use a combination of essay and objective questions. It has been said of the essay test by some authorities that it calls forth less than half the knowledge the average pupil possesses on a subject compared with the results from an objective test, and takes twice the time to do it; that it overrates the importance of knowing how to say a thing and underrates the importance of having something to say; and that the score resulting from an essay test de-

pends more on who reads it and when, than on the student who wrote it.

Despite such harsh criticism, essay tests do have unique advantages in certain subjects and they have at least one general merit. When pupils expect the test to be of this type, in whole or in part, they seem more likely to employ such desirable study techniques as outlining and summarizing, and to make a greater effort to recognize trends and relationships.

Despite popular opinion to the contrary, a high quality essay test is more difficult to construct than is a good objective test. The construction of satisfactory objective tests, however, is far from easy even though not so difficult to score.

Since most of the tests used in classrooms are teacher-made, it is highly important that teachers give considerable attention to the form and content of tests. Teachers can develop proficiency in the building of tests by discriminating use of what is now known about testing, by keeping themselves informed on new studies of testing techniques and methods, and by careful evaluation of their own testing daily.

The Teaching Principal: A False Economy

(Continued from Page 16)

expert in every sphere of instruction, he will, when necessary, call upon the specialist supervisor when it seems appropriate to do so.

A change from present practice to the role of supervising principal will take time. We have been long steeped in a narrow and barren concept of the role of a school principal. It has only been relatively recently that the broader view of the principal's job has been unfolded. Up to now many school boards have been loathe to delegate authority to principals, seemingly harboring a fear that the principal is incapable of assuming the supervisory role or that he

might sit idly behind an office desk all day. Then, too, there are many principals who want to teach and hold on with tenacity to the honor of teaching the senior and graduating class. How they believe that they can teach and do an adequate job of their principalship function can be the subject of speculation only.

Perhaps the greatest deterrent to the extension of the supervising principal is one of dollars and cents. Against this must be balanced the values which accrue from adequate supervision, capable administration, wise guidance, sound public relations, and improved instruction.

Convocation, November, 1958

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation, held in Calgary on November 1, 1958. The students were presented to Convocation by Professor H. T. Coutts, dean of the Faculty of Education, with the exception of the one receiving the degree of bachelor of education in physical education who was presented by Professor Maury Van Vliet, director of the School of Physical Education, and those receiving the degree of master of education who were presented by Professor M. Wyman. Degrees were conferred by His Honour Judge L. Y. Cairns, chancellor of the University.

THE SCHOLARSHIP OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST-YEAR EDUCATION

Heidi Judith Kass, Edmonton

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Barbara Jean Ferguson, Red Deer
Mary Evelyn Munkholm, Okotoks

THE EDMONTON JEWISH COMMUNITY COUNCIL SCHOLARSHIPS

Joan Marie Coady, Cardston
Walter E. Riedel, Fort Macleod
(by reversion from Sr. M. Aloysius, Edmonton)

THE P.E.O. SOUTHERN ALBERTA SCHOLARSHIP IN EDUCATION

Lorna Joan Bauer, Medicine Hat

THE SCHOLARSHIP OF THE CALGARY SECTION OF THE COUNCIL OF JEWISH WOMEN IN EDUCATION

Mary Evelyn Munkholm, Okotoks

THE FIRST-YEAR SCHOLARSHIP OF THE EDUCATION SOCIETY OF EDMONTON

Helen Irene McCourt, Kitscoty

THE OLIVE M. FISHER PRIZE

Madeline Laura Brown, Cluny

THE EDUCATION BOOK PRIZE

Denise Sigrid Helgason, Edmonton

THE JOHN WALKER BARNETT SCHOLARSHIP IN EDUCATION

Donald G. Fowler, Edmonton

THE MILTON EZRA LaZERTE SCHOLARSHIP IN EDUCATION

William D. Knill, Warner

THE WILLIAM ABERHART SCHOLARSHIP IN EDUCATION

Beatrice G. Bothwell

THE HARRY DEAN AINLAY SCHOLARSHIP IN EDUCATION

Denise Sigrid Helgason, Edmonton

THE MARY ROBERTA CRAWFORD SCHOLARSHIP IN EDUCATION

Michael E. J. Orme, Calgary

THE SAMUEL HENRY CROWTHER SCHOLARSHIP IN EDUCATION

Catherine Annette Brown, Edmonton

THE WILLIAM EDWARD FRAME SCHOLARSHIP IN EDUCATION

Ross E. Traub, Edmonton

FIRST CLASS STANDING

Fourth Year:

Bernard R. D'Aoust, Edmonton
*John J. H. Morris, Edmonton

Third Year:

Denise S. Helgason, Edmonton
*Gordon R. Morisset, Hanna
Ross E. Traub, Edmonton
Ronald D. Willey, Regina, Saskatchewan

Second Year:

Walter E. Riedel, Fort Macleod

First Year:

Heidi J. Kass, Edmonton

*University of Alberta Honor Prize

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Ellen Beryl Adams
Zelma Maude Anderson
Arlene Thelma Ball, B.Sc.(H.Ec.)
Mary Agness Baughn, B.Sc.(H.Ec.)
Adelma Kathleen Beagle
Barbara Ellin Belton
Dorothy Louise Benjamin
Jeannette Alice Biollo
Roselyn Matilda Byrtus
Elizabeth Bernadette Cooney
Marion Elizabeth Court
Annie Belle Dann
Gabrielle Margaret Darimont
Alna Mary Dibble
Cynthia Clare Downe

Catherine Greta Gale
 Barbara Elizabeth Goedicke
 Marie Janet Haluschak
 Jeanne Beatrice Currat Harper, B.A.
 Patricia Ruth Harle
 Bessie May Harris
 Minnie Florence Harris
 Eileen Margaret Hart, B.A.
 Olive Mary Hermary
 Beulah Alberta Hinton
 Gertrude Mabel Alexandera Holt
 Anne Janz
 Helen Anne Johnston
 Phyllis Mae Jorgensen, B.Sc.(H.Ec.)
 Martha Margaret Krasowski
 Mary Katherine Krcan
 Doris Alexandra Livingstone, B.A.
 Eileen Conner Lloyd
 Enid Helen Lofthouse, B.A.
 Mary Haze! Loftus
 Frances Eleanor Losie
 Ellen Anne Low
 Mary Christina McAlpine
 Frances Dorothy McConnell
 Williamina Dorothy MacDonald, B.A.
 Anne Melissa McKay
 Della Marie McKenzie
 Hattie Emma McQuillan
 Joyce Evon Marsellus
 Norreen Sumie Nishiyama
 Irene Mary Eva Noel
 Winnifred Mae Owens
 Ann Proden
 Anne Barbara Pura
 Edith Aelfrida Reavley
 Nora Lorraine Rugland, B.A.
 Jeannie Mutsuko Saruwatari, B.Sc.(H.Ec.)
 Vera Orr Simpson, B.A.
 Cleo Doreen Snyder
 Laura Mae Stillings, B.A.
 Sister Marie Immaculata
 (Laurette Pauline Breton)
 Sister Lucille du Sacre Coeur
 (Mary Lucille Callaghan)
 Sister Frances Mary Coffey, B.A.
 (Frances Mary Coffey)
 Sister Omer-Marie
 (Luciene Ernestine Croteau)
 Sister Mary of Saint Alfred of the Cross, B.A.
 (Florence Leduc)
 Lillian Joy Treacy
 Zoe L. Turnbull
 Marian Tymchyshyn
 Grace Marina Wright
 John Aberle
 Robert Earl Albrecht
 John Androschuk, B.Sc.(Pharm.)
 Real Albert Binette
 Fritz Brockman
 Michael Albert Buchinski
 Donald Campbell
 Nick Ambrose Chodan
 George Chohey
 Raymond Andrew Christensen, B.A.
 Edward Joseph Casimir Christie, B.Sc.(Arts)
 Barney George Chrusch, B.Sc.(Arts)
 David Thomas Cooper
 Bernard Rene D'Aoust, B.A.
 Gary Raymond DeMan
 Gordon Elmer Elhard, B.A.
 Lloyd Reinhold Erickson
 Gilles Georges Faget, B.A.
 Peter Michael Feschuk
 Gino Mark Fracas, B.A.
 Kenneth Wayne French
 Father Daniel Joseph MacNeil
 Father Leon John Yakubow
 John Gavinchuk
 Louis John Gazdarica, B.A.
 William Ogden Gidman, B.Sc.(Arts)
 Sidney Gordon Gilson
 Henry Golan
 John Ivan Gordey
 Herman Walter Heidecker
 James Emil Henderickson, B.A.
 Harry James Hohol
 Bruce Carlton Honert
 Alex Huslak

Lawrence Edward Kelly
 Leslie Robert Keylock, B.A.
 Michael Kisil
 Robert Earle Klappstein
 John Fred Koziak
 John Kulak, B.A.
 Peter Karl Kulba
 Chester Rushworth Laing
 Robert Wellesley Lamb
 James Fredrick Lavers
 Mervin Liebreich
 Joseph Oscar Lindberg
 Stanley Gordon Maertz
 William Frank Melynk
 *Gordon Rodney Morisset
 John Joseph Harrold Morris, B.A.
 Myroslaw Dmytro Muzyka
 William Robert Neufeld
 William Ogradnick
 Eldon Oscar Olstad
 Gordon Asaph Orlick
 Donald Rex Pound
 John Thomas Predy
 Bayard William Reesor, M.A.
 Otto Henry Rollis, B.A., B.D.
 Ralph Harris Sabey
 Ben Vern Schrader
 Humphrey Senetza
 Bernard James Smith
 Peter Stefanchuk
 Frank Cornelius Toews
 Leslie Ray Tolman
 Eugene Anders Torgunrud
 Gordon Bishop Vincent, B.A.
 William Vernon Washburn
 Aleck Lorne White
 Ronald Derek Willey, B.A., B.S.W.
 Harold Barber Wortman, B.Sc.(Arts)
 Edward William Roy Zahar

*With first class general standing

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Donald Wilbert Calvert
 Francis Joseph Keinick

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN PHYSICAL EDUCATION

John Arthur Sprigings

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

John Ernest Cheal, B.Ed.
 Clarence Henry Emar, B.Ed.
 Ian Edward Housego, B.Ed., B.A.
 James Stanley Thomas Hrab, B.Ed., B.A.
 Malcolm Joseph MacInnis, B.A., B.Ed.
 Loran Nichols, B.Ed.
 Father Josaphat Julian Skwarok, B.Ed.
 William Allan Taschuk, B.Sc.(Arts), B.Ed.
 Fred Eugene Worger, B.Ed.

AWARDED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Elaine Anna Almlie
 Elizabeth Ann Anderson, B.Sc.(H.Ec.)
 Betrie Ellen Bolt
 Sheila Westoby Brooks
 Kelly Rosaleen Burbidge
 Roselyn Matilda Byrtus
 Freda Evelyn Cartier
 Catherine Christine Christou, B.Sc.(H.Ec.)
 Muriel Asbury Clarke, B.A.
 Isabel Florence Cox
 Florence Marie Duggan
 Isobel Marie Dunnett
 Mary Akiko Endo, B.A.
 Olive Louise Enns, B.A.
 Francis Pauline Foster, B.Sc.(H.Ec.)

Elizabeth Rhoda Frey
 Mary Elizabeth Funk
 Louise Giacchetti
 Jean Gilchrist
 Aletha May Glasgow
 Minnie Delilah Goode
 Eleanor Blanche Hall
 Muriel Mary Hansen
 Edith Elizabeth Hart
 Eileen Margaret Hart, B.A.
 Christina Bennett Hawken
 Hilda Helen Heidbrecht
 Lyla Dorcas Hertz
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 Barbara Hutchinson
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Interpreting the Schools to the Community

(Continued from Page 10)

themselves how the taxes they have to pay are being spent, and what is the value obtained. Many of these resent having to pay school taxes when they do not have children. Their interest in an educated community ought not to be neglected by the schools.

The value of teacher interviews with parents is an obvious source of good public relations. I commend the scheme used in Hamilton, Ontario, which leads to a systematic coverage of every home attached to the school system, with specifically scheduled interviews on certain nights at a certain time. This ensures privacy, no waiting, and a far

better relationship between the school and the home.

Displays of extra-curricular activities, plays, music, school fairs, camera shows, shop work, and the like all help to tell the story of education in personal development. Often, too, poster displays, photographs, and even films at fall fairs and exhibitions help to reach people who would otherwise remain ignorant of what the schools offer and what they are doing. Actual demonstrations of how teaching is done, especially in reading, arithmetic, and social studies, given at home and school meetings, deserve more experiment than is usually attempted.

The possibilities of radio and television are somewhat beyond the scope of this article. In radio, the chief factor is to be simple, direct, and interesting. Do not try to cover more than one point in a talk.

Methods

It would seem from this huge catalogue of publicity activities that the superintendent or inspector would have little time for anything else. Obviously, of course, not all of this would be in progress all the time, and a great deal of it could be delegated. Nevertheless, public relations ought never to be forgotten, and it should be firmly based on a thoroughly integrated policy.

Much of the material prepared for the trustees would be adaptable for other purposes and it would require little editorial modification to prepare a news release or leaflet from it. There are, however, certain types of news which can only come from the head of a system or the chairman of the school board. What fields each should assume ought to be decided.

Generally, the chief official source of information on the professional aspect of the schools should be the superintendent. His function as professional head of the system and adviser to the trustees must of necessity make him an active element in the board's public relations policy.

The chairman of the board is probably a better spokesman for board decisions and the reasons for them. On the other hand, while some political figures like the limelight in controversies or on other occasions, others prefer to let the paid official carry the ball. What is most important is that public agencies of information should know whom to contact for information or comment.

Some boards have considered the advisability of hiring a firm of professional public relations officials. This might possibly be done for advisory purposes, but in my view a private commercial firm should never be allowed to speak for a public body, nor should a board ever

let any aspect of its business get out of its absolute control. It is possible that a full-time employee could be put in a public relations post, but he should undoubtedly be a professional teacher with a knowledge of publicity.

Sometimes, a superintendents-principals committee establishes public relations policy and liaison. In some boards, such as Toronto, the trustees have a public relations committee but its effectiveness is not strong. What part the various elements of the school organization ought to play should probably be made an official policy of the board, so that questions of time and responsibility and so on do not become a source of friction.

I have no idea how much ought to be spent on public relations. It should, however, be sufficient to do a proper job in whatever field it is decided to use; if too little is done, the effort is wasted. Unless public information is increased, there is no value in dabbling economically. Only the largest systems could begin to cope with a widely conceived scheme such as has been proposed here.

It is not appropriate that this article should deal with the relations of the school system and its employees. I have on many occasions noticed that the board's educational policies were not as clearly understood by the teaching staff as they might have been and the necessity of great care in this matter is apparent. The attitude of teachers to their employers, their superiors, and their work has a very strong bearing on their attitude toward the public. This, in turn, may very directly affect the public's esteem of its school system.

A reasonably contented teaching staff, proud of its system, respectful of its professional leadership, and, most of all, conscious of its privilege as the symbol and trustee of the life of the mind and the heritage of civilization, is by far the best means of increasing public respect for education. No duty of a superintendent is more important than to instil these attitudes in all the teachers who serve with him.

Public Relations Pilot Project

The Alberta Teachers' Association, as part of its public relations program, has recently published a vocations information folder for high school students, and a teaching career monograph, *A Career in Teaching*.

The vocations information folder, entitled *After High School What . . . ?* is being made available to all high school students in Alberta. It is intended as an aid to students in planning their high school programs and future careers. The folder is designed to fit into the student's three-ring binder and contains pockets in which the student can file vocational information. Space is provided in which the student can keep records of his academic standings, vocational and aptitude results, and interviews with his counsellor. The folder also contains suggestions for studying occupations. Principals and teachers can obtain copies of this folder from head office.

The monograph, *A Career in Teaching*, is being distributed to all high school principals. It is expected that the principals will supply copies to all students interested in teaching or to those who would be a credit to the profession. The monograph contains information about

teaching, requirements for entrance into the Faculty of Education, and bursaries and scholarships. It emphasizes the desirability of entering the bachelor of education program and completing four years of teacher education. Copies are available from head office upon request.

The Executive Council is also conducting a pilot project in public relations. Implementing a public relations program without first testing the theories could be dangerous and wasteful of both time and money. Due to the lack of experience and research in educational public relations, this project is being developed as a research study, with the major purpose being to provide a testing ground for an organizational structure and various public relations techniques to help local associations, sublocals and school staffs improve their public relations programs.

A central committee, consisting of Department of Education, Faculty of Education, and ATA representatives, has been established to draw up the research design and procedures. A number of local associations will probably be asked to participate in the project which will not likely be completed before June, 1960.

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Official Bulletin

No. 189

Sale of testing materials

The following testing materials are on sale at the Forms Branch, Department of Education:

1. California Reading Test, Intermediate (Grades VII-IX), Form AA
2. California Reading Test, Intermediate (Grades VII-IX), Form BB
3. Dominion Group Test of Learning Capacity, Intermediate, Form B (1950 edition).

The above test booklets are priced at two cents each; this is only a fraction of the original cost. Directions for administering, teachers' manuals and keys are included without charge in an order if requested. The tests were used for four years (1953 to 1956) in connection with the Grade IX final examinations.

Normative data for Grade IX, based on the 1954 to 1956 groups have been compiled. Copies will be sent without charge along with each order.

The Declaration of Human Rights

December 10, 1958 is the tenth anniversary of the signing of the Universal Declaration of Human Rights. Last year the United Nations Economic and Social Council adopted a resolution urging all nations to celebrate this anniversary.

Should teachers require any background material and copies of the declaration, these may be obtained, in limited quantity, from the United Nations Association in Canada, Committee for UNESCO, 280 Bloor Street West, Toronto 5.

The Magic Ingredient

(Continued from Page 22)

She confided to me that she used to get the giggles, too. In fact, the temptation was still there, and that was most disconcerting. There she was, wanting to giggle, but not daring to, because she was the teacher. So maybe I would help her. Help her? I think I would have given my life for her. We giggled together over our secret. And for her, I managed to control my giggling quite well. Wonderful Jennie Knowles.

I remember Mrs. LaTurno, too. It was when I was in her room that my mother discovered I wasn't eating lunch. I was spending my lunch money for books of poetry. My mother decided to take it up

with my teacher. That was okay with me; I knew Mrs. LaTurno would be on my side, for she was the one who had taught me, by the way she read, the music of poetry.

But no, she said my mother was right. I must eat a good lunch. I was near to tears until she added that she had shelves loaded with books of poetry. Didn't I want to come to her house sometime and help myself? The magic ingredient.

As I said earlier, none of these incidents seems too important, but each one served a purpose. Each one helped to establish that rapport which makes

all learning easier, more exciting, more lasting.

They taught me—those teachers—that learning takes more than memorizing; that it takes intelligent thinking and sound judgment. They taught me never to take advantage of anyone. They taught me that simple human kindness is something for which hearts will always hunger. Most of these things I learn and relearn.

Most of those who taught me about the importance of human understanding, the need for humility, the goodness that is God—most of those people left this world before I got around to saying thanks. And that, I suspect, is what will happen to you.

Your work as teachers will always be demanding, exhausting, rewarding. But most rewards will be late in coming. And your greatest triumphs may be those you'll never hear about.

I know that among those of you who are reading this there must be many a Minnie Schirmer, Jennie Knowles, Miss Fillmore, Miss Wallace, Mrs. LaTurno. And since I didn't get back in time to say thank you to them, let me say it to you.

Armed with the magic ingredient of understanding, you will give today's youngsters advice and counsel that will sustain them all their days. As was true of me, it will be a long time before most of your students realize how much you really gave them—and a longer time before they express their gratitude.

But of this you can be sure: they may forget your words, but they will remember the thoughts you got through to them. They may forget what you wore, but they will remember the look in your eyes, the expression on your face. They may forget how you managed it, but they will remember forever that you gave them ideals to live up to, praise when it meant the most, self-confidence, love, understanding. Throughout all their years, your mark will be on them, and they will know it and be grateful for it.

ATA Men's Bonspiel

All interested curlers are invited to enter the third annual ATA Men's Bonspiel, to be held at the Shamrock and Granite Curling Clubs, Edmonton on Saturday, December 27, 1958. Entries close December 12 and should be forwarded to W. Roy Eyres, Barnett House, Edmonton.

The committee in charge of the bonspiel, elected at last year's meeting, is: Art Brimacombe (chairman), W. Roy Eyres (secretary), Jim Aldrich, Dave Cooney, Gordon Dennis, Art Elliott, and John Sandercock.

Entries will be limited to 48 rinks, each playing three games. The entry fee of \$24 for each rink will include a banquet in the evening as well as other social activity. Get your entry in early.



"I can't understand it . . . Junior knows all of the answers on the radio quiz shows, but he gets only "E's" on his report card!"

**SAY YOU SAW IT IN THE ATA
MAGAZINE!**

OUR LIBRARY

The Birds of Alberta

Salt, W. Ray and Wilk, A. L.; *The Family Press Ltd.*, Edmonton; pp. 512 (313 illustrations); \$5.

Whether you are among those who tend to the scientific in their study of ornithology (dare we say, strictly for the birds!), whether you belong to that surprisingly large group whose enjoyment of observing bird behavior is more relaxed, or whether you are teachers or parents who are constantly being asked, "What bird is that?", *The Birds of Alberta* will supply your needs fully.

All birds that are known to occur in Alberta (317 species) are presented in this volume, either in color in the delicate black and white sketches of the well-known Canadian artist, T. M. Shortt. Designed for beauty as well as for ready reference, two-thirds of the illustrations include, in color, the outstanding wildlife photography of C. Hampson and Miss K. Hodges and representative work of some of Canada's finest bird artists, Allan Brooks, F. C. Hennessey, and Ray Salt. The text accompanying these exceptional reproductions gives the distribution of each species (with map), the type of habitat in which it is usually found, its nesting habits, and other information.

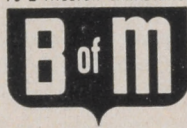
Sponsored by the Alberta Department of Economic Affairs and dedicated to one of Alberta's first naturalists of note, Frank L. Farley of Camrose, *The Birds of Alberta* will be of particular interest to teachers, for both authors, Professor W. Ray Salt of the University of Alberta and A. L. Wilk of Camrose, were both teachers in this province. Professor Hampson, a member of the Faculty of Education, has been instrumental in making Albertans more appreciative of their wonderful heritage through the splendid Alberta Wildlife Tours. The book will be obtainable at retail outlets or from the Queen's Printer, Edmonton.

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NEWS FROM OUR LOCALS

Elections held at Benalto

Retiring president Mrs. D. Periche chaired the first meeting for the school year held on October 23. The new sub-local officers are: Mrs. A. Simpson, president; W. Heinson, vice-president; Mrs. A. Sterling, secretary-treasurer; Mrs. L. Holsworth, salary representative; Earl Farris, councillor; and Mrs. C. M. Murphy, press correspondent.

Sublocal decides on enterprise project

The 21 teachers present at the second meeting of the Buck Lake Sublocal held at Minihik School decided to follow the suggestion made by Superintendent E. Erickson that each sublocal prepare an enterprise resource unit for circulation among all the teachers of the county. Work on the project will begin following the filing of definite plans at the next sublocal meeting.

Election results from Calmar

William Stroschein was elected as president of the Calmar Sublocal at the September meeting. Vice-president is R. Smale; secretary-treasurer, Hilda Burgess; salary committee representative, Walter Watamaniuk; social convener, Eileen Burgess; lunch convener, Mary Baughn; and press correspondent, Mrs. Pauline Dobko.

Enterprise discussed at Clive-Satinwood

At the October meeting of the sub-local on October 15, Clive primary and elementary teachers presented their individual opinions and ideas on the enterprise system as applied to the specific grade or grades taught. Everyone took part in the discussion period which followed.

Cold Lake-Grand Centre election results

Elected at the sublocal's October meeting were: A. Hughes, president; V. Smith, vice-president; P. Baker, secretary-treasurer; I. Lancaster, press correspondent; and D. Ewasiuk, councillor. After discussion, the matter of awards to students in Grades IX and XII was referred to a committee, as was the matter of a program of speeches and demonstrations.

New officers at Coutts-Masinasin-Milk River

Officers for the sublocal for the current school term were elected at a meeting on September 29. They are: Victor Brosz, president; R. Willey, vice-president; A. Patterson, secretary-treasurer; Mrs. Alice Campbell, Grant Johnson, and Leo Lisowski, salary policy committee members; J. Sisko, local representative; and Mrs. R. M. Thielen, publicity convener.

News from Crow's Nest Pass

The local's meeting in Bellevue on October 23 was addressed by Dr. Adler of the Chinook Health Unit who spoke on the functioning of a health unit. Announcement was also made that the local's annual scholarship of \$100 to the student with the highest average matriculation mark had been awarded to Doreen Nystrom of Blairmore. Her average was 89 percent.

Clover Bar elects Kraychy

William Kraychy was elected as president at the first regular local meeting held on October 8. Elections were conducted by retiring president W. Fitz-

patrick. Assisting Mr. Kraychy will be: William Sime, vice-president; Mrs. Phyllis Young, secretary-treasurer; Elsa Marie Arps, press correspondent; and Mrs. Mary Thompson and John Takahashi, program committee members.

Election results from Fairview

Members of the local met at the North Peace Convention on October 21 and elected officers for the 1958-59 term. The new president is E. Kumish, with B. J. Roe, vice-president, and O. Kozack, secretary-treasurer. Councillors are E. J. Guertin and R. E. Klappstein. The nominating committee includes Sister Jean Placides, Mrs. A. Paul, and I. Armstrong. On the convention committee are: M. Carley, J. Readman, and Mr. Roe. Policy committee members are: H. Andressen, N. Blaskovits, Mrs. B. Lawrie, Mrs. P. Raspberry, W. P. Rourke, J. Turner, and Mr. Roe. Mrs. M. Proctor is liaison representative. Sports committee members are O. Kozack for girls' sports and R. Matwychuk for boys' sports. Mr. Blaskovits was elected as zone representative.

New officers for Fawcett-Jarvie

The following slate of officers for the new school term was elected at the sublocal meeting on October 23: E. Pearce, president; R. E. Montgomery, vice-president; Mrs. M. Claeys, secretary-treasurer; and H. Rodnunsky, local representative. Specific subjects and problem areas will be selected as discussion topics for the year's programs.

Executive re-elected at Foothills

At the local meeting held October 24, the 1957-58 officers were unanimously re-elected. They are: Stanley Kretz, president; W. Dubb, vice-president; Mrs. T. Denison, secretary-treasurer; P. Husby and S. Nichols, councillors; and Mrs. Annie Jensen and Mrs. B. M. Wonnacott, convention committee members. District Representative N. P. Bragg addressed the

meeting at which electoral ballots and the organization of sublocal groups in Nanton and High River were approved. The members also discussed scholarship awards and recognition to retiring teachers.

News from High Prairie

Thirteen members attended the local meeting on November 8 at which a bursary for a Grade XII student entering education was proposed. A convention committee of Kay Abt and H. Moquin was elected.

Year's program outlined for Holden

The proposed program for the year was presented at the sublocal meeting on October 27 attended by 22 members. It includes talks by Superintendent H. A. Pike, by the district representative, and by the Banff Conference representative; a night of films; and a social evening. A report was received from the project committee. It was recommended that the interschool sports program be discussed at the next principals' association meeting with a view to better and more accurate organization. Members also discussed the recent convention. It seemed to be the general opinion that sufficient information had not been received from head office regarding proposed by-law amendments. To correct what the members considered to be inadequate and unsatisfactory liaison between head office, locals, and sublocals, it was suggested that a regular newsletter from head office to sublocals should be instituted.

Hythe-LaGlance-Valhalla welcomes new members

Five new members were introduced and welcomed at the October meeting of the sublocal. The new executive elected at the meeting consists of: Mrs. L. Hanson, president; Mrs. May E. Underwood, vice-president; Mrs. V. Severson, secretary; L. V. Carmack, councillor; and Mrs. M. Lowe, reporter.

Resolutions to be presented at the fall convention were discussed.

Jasper Place Separate organizes

At the sublocal's organizational meeting on September 30, Father J. MacNeil was elected as president for 1958-59 term. Other officers are: Sister Therese-de-la-Paix, vice-president; J. J. Molyneux, secretary-treasurer; Father B. V. Meganety, program convener; Mrs. T. Owen, social convener; Marie Blain, lunch convener; J. Hrasko, convention representative; Mrs. O. Ellis, councillor; and Mrs. M. Atkinson, reporter.

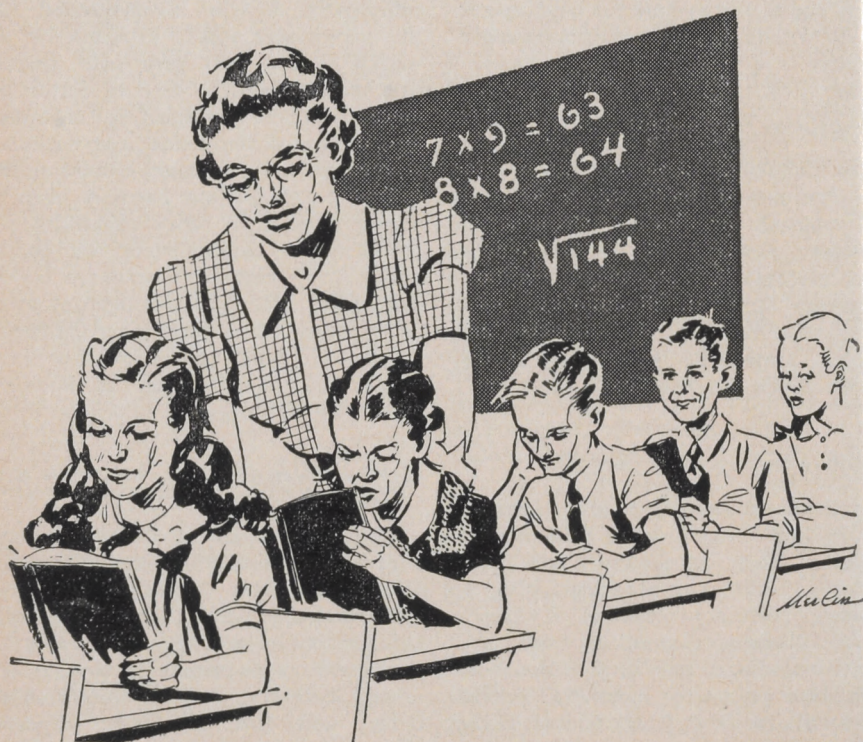
Elections held at Leduc

A new executive was elected at the sublocal's first meeting on October 7. President is P. Evanechko; with J. Kozia, vice-president; Mrs. L. Ferguson, secretary-treasurer; Dorothy Lowrie, local representative; A. Sklarenko, salary

policy committee representative; and Mrs. Irene Harrington, press correspondent. Mr. Sklarenko reported on the meeting of the Leduc Local held on September 23. The teachers voted to make a \$15 award to a Grade IX honor student who was not eligible for one of the six \$25 bursaries awarded by the local and the Leduc divisional board.

Organization meeting at Normandy

New officers were appointed at the sublocal meeting on September 17. They are: Mrs. D. K. Worden, president; K. E. Allen, vice-president; Mrs. D. M. Gibson, secretary-treasurer; Mrs. G. M. Allen, councillor; Mrs. V. Lancaster, public relations officer; and Mrs. E. M. Martin, Mrs. A. L. Smedstad, Mrs. Jean White, Chester Laing, and Mrs. Lancaster, economic committee members. Reports were given by Mrs. Allen, Mrs. E. Low, and A. K. Brimacombe on local business.



Correction of Ponoka bursary award notice

The Ponoka Local announces a correction regarding the names of its bursary winners. The \$75 awards were won by A. Jean Hansen of Rimbey and David Bekke of Ponoka. Letters of thanks were received from these two young people who are now enrolled in the education program at the university. Letters of appreciation were also received from Dr. H. T. Coutts and Dr. G. L. Dunlop for the local's grant of \$75 to the Alberta Advisory Committee on Educational Research.

New officers at Rocky

Officers for the Rocky Mountain House Local were elected at its first meeting of the new term. They are: P. M. Feschuk, president; D. Hall, vice-president; Mrs. L. Westergard, secretary-treasurer; J. Marshall and S. Stacey, councillors, with R. Ewen and J. Froom, as alternates; I. Koob, press correspondent; and Mrs. J. Crawford, V. King, E. R. Long, M. Sharp, and O. Tuttle, economic committee members. During the past year the local awarded a \$50 scholarship to a Grade X student in the Rocky Mountain Division and also sponsored the attendance of a Grade X student at the United Nations Workshop in Banff.

Ryley sublocal organizes

The chief business of the first meeting of the current school year was the election of officers. The new slate of officers includes: R. Bablitz, president; Mrs. M. Bjornson, vice-president; Mrs. M. Wideman, secretary-treasurer; E. Kostyshen, local councillor; P. Kulba, sports representative; Mrs. E. Pepper, social convener; and Mrs. Doris Upton, press correspondent.

Spirit River teachers meet

At the local meeting on October 9, each teacher was introduced to the group,

and a social period followed in which the teachers had an opportunity to become acquainted with one another. Reports were given by Ethel Fildes, who attended the meeting of presidents on October 4, and by Eric Thomsen, representative to the Banff Conference. Mrs. Mary Knox was elected as president of the local, with Hugh McKenna as vice-president, Ethel Fildes as secretary-treasurer, Alex Kozeluk, councillor, and Mr. Thomsen, press correspondent.

Organization meeting at Strathmore

A. Eeles was elected as president at the sublocal's first meeting on October 15. F. Plante was named vice-president, Nancy Rasmussen, secretary-treasurer, and Shirley Pettit, press correspondent.

Stony Plain-Spruce Grove regular meeting

At the local meeting on October 21, the members discussed fine arts activities, the gymnasium course at the Red Deer Recreational Leadership School, and salary negotiations. A report was given by G. Carmichael, local councillor, on the last local meeting at which District Representative H. C. McCall reported on the release to local presidents regarding the dismissal of the former general secretary. Mr. McCall also made suggestions regarding available speakers.

Penner elected at Sundre

Ben Penner was elected as president of the Sundre Sublocal at the organization meeting on October 20 held at the home of Mrs. Jean Gochee. Mrs. Ruth Erickson was elected as vice-president, Henry Rempel as secretary-treasurer, and Mrs. Margaret Lahl and Chris Marfleet as councillors. Press correspondent is Mrs. Grace Petersen. The program convener is Mrs. Doris Conway, and Mrs. Jean Sevens is public relations officer. A discussion of sport and track activities was the chief item of business.

THE ATA NEWS BEAT

Fall conventions

R. E. Bean and E. J. Ingram represented the Association at the North Peace Convention on October 20 and 21 and at the Grande Prairie-Spirit River Convention on October 23 and 24.

Mrs. J. Saville and J. D. McFetridge represented the Association at the Vermilion Convention on October 20 and 21.

Association representatives at the Calgary District Convention held on October 23 and 24 were N. P. Bragg and W. Roy Eyres.

At the Camrose Convention held on October 27 and 28, Mrs. J. Saville and F. J. C. Seymour were Association representatives.

D. A. Prescott and W. Roy Eyres were Association representatives at the Red Deer Area Convention on October 30 and 31.

The Hanna Convention on November 3 and 4 was attended by J. A. McDonald and J. D. McFetridge representing the Association.

At the Castor-Neutral Hills Convention, November 3 and 4, Mrs. J. Saville and J. D. McFetridge represented the Association.

The Southeastern Alberta Convention at Medicine Hat on November 6 and 7 was attended by J. A. McDonald and W. Roy Eyres as Association representatives.

Area briefing schools

Fifteen area briefing schools have been held throughout the province to discuss salaries and living and working conditions of teachers. Four are still to be held. The organization of these meetings has been handled by F. J. C. Seymour and J. D. McFetridge.

Meetings

✓October 24, Finance Committee

✓October 25, Executive Council

✓November 8, Pensions Grievance Committee

✓November 8, Alberta Committee for the Canadian Conference on Education

✓November 14, ATA Men's Bonspiel Committee

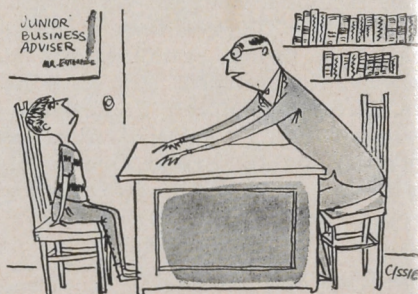
✓November 14, Alberta Advisory Committee on Educational Research

✓November 20, Board of Teacher Education and Certification.

Conferences and conventions

Mrs. I. K. Castleton and F. J. C. Seymour attended the annual convention of the Alberta School Trustees' Association in Edmonton on November 5, 6, and 7.

F. J. C. Seymour attended a salary conference of the Manitoba Teachers' Society, November 8 and 9, in Winnipeg.



You don't understand, Roland, I can only help you start a business not a racket . . .

THE MAILBAG

To the Editor—

Over a period of many years the voice of Janet McIlvena was heard on the Alberta Department of Education school broadcast "Sing and Play". This cheery program was one that brought happiness to the lives of thousands of children during their first school years, and many teachers were quick to express their appreciation of the delightful manner with which Miss McIlvena presented her lessons in music. Now the "Sing and Play" program is no longer heard, for Miss McIlvena died suddenly on April 21, 1958.

In addition to her successful work as a CBC music teacher, Miss McIlvena served as organist and choirleader of St. Andrew's Church, Lethbridge, for 30 years . . . In recognition of the great work that she performed and the inspiring influence of her radiant personality, the congregation of her church resolved to establish a fund to provide an appropriate memorial. This memorial will be a pipe organ that will be placed in the church she served and will be a tribute to her work both as a teacher and choir leader.

The committee in charge of the memorial fund has felt that there will be boys and girls and teachers too in the Alberta schools who would like to share in this memorial to their radio friend . . . The fund is known as the Janet McLeod Memorial as this was Miss McIlvena's name by marriage.

Yours sincerely
HARRIETTE LINDSAY
Secretary, The Janet McLeod
Memorial Committee
1818 - 5 Avenue South
Lethbridge

To the Editor—

We are pleased to inform you that reduced fares for teachers and students on account of the school vacation during the Christmas - New Year holidays have again been authorized by this Association.

Tickets may be purchased good to travel from Monday, December 1, 1958 to and including Thursday, January 1, 1959, at the normal one-way fare and one-half for the round trip. Tickets will be valid for return leaving destination not later than 12 midnight (Standard Time) on Sunday, January 25, 1959.

It will be appreciated if you will make mention of these reduced fare arrangements in the next issue of your publication.

Yours truly
ROY H. POWERS
Vice-Chairman
Canadian Passenger
Association
Winnipeg 1, Manitoba

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Q & A

OUR READERS WRITE

◆ *I would like to arrange to go on exchange teaching next year. Who makes such arrangements?*

Exchange teaching positions are arranged through the Canadian Education Association. In Alberta, teachers should write to the registrar of the Department of Education for information.

◆ *Are loans available from the ATA Professional Assistance Program for extramural study at a recognized university?*

No. Loans are available only for intramural study.

◆ *Do teachers have any control of the organization of institutes?*

Only to the extent that, since the activity concerns them, teachers should be represented on the planning committee and should be consulted regarding the program.

◆ *Is it possible for a teacher in a private school to belong to The Alberta Teachers' Association?*

Yes. You can belong as an optional member.

◆ *We are thinking about establishing a salary indemnity fund for our teachers and wonder whether any part of the constitution covers this idea.*

It is thought generally that a good cumulative sick leave plan accommodates most of the needs that a salary indemnity plan would be expected to meet.

◆ *What is compassionate leave of absence?*

It is leave granted by a school board to a teacher for reasons such as personal affliction. Compassionate leave of absence is in some cases covered in an agreement.

◆ *May our sublocal send resolutions to the Annual General Meeting?*

No. Resolutions which appear on the order paper at the Annual General Meeting must have been submitted by a local association or by the Executive Council.

◆ *How can a special meeting of our local be called?*

The constitution of your local should cover this point. Usually it may be called by the president or by the executive committee or on the request of a certain number of members of the local. By aw 13 of the ATA Bylaws states that the "president, on his own initiative, or at the request of the executive committee, or at the request of one of the councillors, or at the request of five members, may call a special meeting and all members shall be notified of the time, place, and purpose of such meeting".

◆ *Does The Alberta Teachers' Association decide for the teachers what salary scale is acceptable?*

No. The Alberta Teachers' Association is only the bargaining agent and must represent the interests of the majority of teachers in the bargaining unit. The decision to accept or to reject a salary proposal rests with the general body of teachers affected.

◆ *I have been told that The Alberta Teachers' Association decides who gets a permanent teaching certificate. Is this true?*

No. At present, the Department of Education controls the issuance of all teaching certificates.

◆ *Am I, because I am a member of The Alberta Teachers' Association, also a member of the Canadian Teachers' Federation?*

In a sense, you are. The Alberta Teachers' Association is affiliated with the Canadian Teachers' Federation and pays fees in respect of all members of our association. Fundamentally, however, the Canadian Teachers' Federation is a federation of provincial teachers' organizations.

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